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ABSTRACT

Missouri's migrant program aimed to: raise the migrant children's educational level to that of other children in their age group; acquire a complete set of educational and health records for each child; screen and refer those children needing health services to the appropriate personnel; instill within parents and children the desire and need for a secondary education; and provide specialists to assist teachers, parents, and children as the need arises. During fiscal year 1972, 4,434 children, ranging from 1 to 17 years, were enrolled in the program. The majority of these attended schools located in the southeast section of the State. Evaluation data were obtained at the beginning, during, and at the end of the 1971-72 academic year or during the summer school term through visits and interviews and from records, reports, and test results which were used to substantiate the on-the-spot visits. This report includes information on the: children, innovative projects, most pressing educational needs, objective and subjective measurements, general program effectiveness, personnel and personnel training, interrelationship with the regular Elementary and Secondary Education Act Title I programs, community involvement, nonpublic school participation, and major problem areas. (NQ)

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MIGRANT EDUCATION

in

MISSOURI

1972

STATE ANNUAL EVALUATION REPORT
FOR MIGRANT PROGRAMS
TITLE I, ESEA
FOR FISCAL YEAR 1972

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MISSOURI STATE DEPARTMENT OF EDUCATION
Arthur L. Mallory, *Commissioner of Education*
Jefferson City, Missouri

RC 009274

ANNUAL EVALUATION OF MISSOURI'S
EDUCATIONAL PROGRAM FOR
MIGRANT CHILDREN
TITLE I, ESEA, FOR THE
1972 FISCAL YEAR

MISSOURI STATE DEPARTMENT OF EDUCATION

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GRANT AWARD

to

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Director
Dr. Wayne R. McElroy
Educational Program for Migrant Children of Missouri

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November, 1972

ACKNOWLEDGEMENT

In attempting to ascertain the effectiveness of migrant education in Missouri for 1972, it was necessary for the Evaluation Committee to become involved with numerous people such as pupils, parents, tutors, teachers, administrators, the Migrant Center staff, members of the State Department of Education, and personnel at the National Data Bank. Without the helpful advice and assistance of these people our efforts would have been more difficult. For all of these people's help we are very grateful. However, we would like to express our special appreciation to John T. Lawrence and Gary W. Brummitt, in the Missouri State Department of Education, Dr. Wayne R. McElroy and the Migrant Center staff, and particularly to Mrs. Karen L. Moreland for her cheerful assistance in assembling information and typing the report.

Dr. Cleo W. Mabrey, Chairman
Evaluation Committee

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I. INTRODUCTION

Authorization to establish the Educational Center for Migrant children on the campus of Southeast Missouri State University was the result of an application for a program grant designed to promote the education of migrant children in the State of Missouri through Title I, ESEA, P. L. 89-10 as amended by P. L. 89-750, P. L. 90-247, and P. L. 91-230 which was submitted to the Department of Health, Education and Welfare, U.S. Office of Education, Washington, D. C. for the fiscal year ending June 30, 1972, and the 1972 Summer Project.

Upon approval of the application for a program grant the project was then funded on the basis of the number of migrant workers in the State of Missouri.

The Commissioner of Education for the State of Missouri was the official authorized to submit the application for a federal grant to improve the educational program for migrant children. The Missouri State Department of Education's official responsible for coordinating this project in accordance with the provisions of Title I (P. L. 89-10, as amended) was Mr. John T. Lawrence. His official title is Coordinator of ESEA. The Director of the Center at Southeast Missouri State University was Dr. Wayne R. McElroy, a professor in the Division of Education and Psychology.

Mr. Lawrence was responsible for the general administration of the Title I Migrant Program at the state level.

Dr. McElroy had the following responsibilities in the program:

1. He directed and coordinated the migrant program for Southeast Missouri State University.
2. He recommended to the State Department of Education local school districts for instructional services.
3. He was responsible for program development which included recommending to the State Department of Education pilot programs that had reasonable promise of being successful.

Educational Service and Records Center for Migrant Children of Missouri Staff

The professional staff housed near the campus of Southeast Missouri State University consisted of the Director and six other professional staff members, who worked either full or part-time. They were: A coordinator of Inservice Training, a Reading Clinician, a part-time nurse, a part-time social worker, a Librarian, and a Guidance Counselor.

In addition, there was a full-time secretary, three full-time clerk typists, and a part-time clerk. The full-time secretary and two of the clerk typists were qualified Teletype Terminal Operators. These operators served as a vital link in the long chain of initiating and keeping records on Migrant children.

Program Objectives for Migrant Children in Terms of Special Educational Needs

The immediate program objectives of the state program for migrant children in order of priorities were as follows:

1. To raise the educational level of the participating migrant children to the level of other children of their age.
2. To provide, through the national data bank, a complete educational and health record for each migrant child in the State of Missouri
3. To screen and refer to health personnel for treatment those migrant children needing health services.
4. To provide positive school experiences for each migrant child, regardless of grade placement, and thus encourage the child's school attendance and the parent's involvement.
5. To provide specialists to assist the parents, the teachers, and the children as the need arises.

A description of these objectives, activities and/or services are:

Introduction. An educational service and record center was established by Southeast Missouri State University at Cape Girardeau, Missouri, through a grant award from the Missouri State Department of Education at Jefferson City, Missouri, to develop, administer and operate the Migrant Program for the State of Missouri.

Objective 1. The Educational Service and Record Center was to conduct surveys of schools in the State of Missouri to locate migrant children and determine the educational and allied needs of these children. In those school districts where it was determined necessary, educational programs to improve the educational level of children were developed and financed.

A tutorial teacher was provided for migrant children who were referred for remedial work. During the 1971-72 fiscal year, thirty-one tutorial teachers worked full time with about 1,110 children in sixteen school districts. The curriculum areas involved in the program were:

1. Reading and other communication skills.
2. Arithmetic
3. Science.
4. Social Studies.

The need for more tutorial teachers was anticipated and planned for in the 1972 Fiscal Year program.

Summer schools of from six to eight weeks duration were offered to districts having migrant children. Based on past experience, it was anticipated that approximately fourteen schools, serving 650 children would participate. About $55,000 was granted to local schools. The amount granted each school was based upon a complete program description and a detailed budget describing the operation of each program. Expenditures would be for teachers, lunches, transportation, instructional materials, and supplies. All services provided by migrant monies would be in addition to those services which were already available to the migrant child from local, state, or federal sources other than migrant funds.

Each district was required to submit an evaluation including some types of pretest and posttest or checklist.

All schools in the state were provided information concerning the services available to migrant children. All schools in the state reporting migrant children were provided with a list of instructional materials that had been carefully selected for use in the migrant program. All eligible schools were entitled to borrow these instructional materials from the Education and Record Center for use by migrant children.

Objective 2. During the 1972 Fiscal Year Missouri served as a pilot state for the National Migrant Data Bank. Operators were employed to transmit information to the Bank. One of the responsibilities of the program supervisor was to assist local school districts in identifying migrant children.

Objective 3. Provided funds were not available from any other source, health services such as dental care, eye glasses, hearing aids, immunizations and vaccinations, emergency treatment, and surgical care were available to all migrant children in the State. Many local educational agencies had nurses who could work up the referral lists. In districts where there was no nurse employed, a nurse or other professional was contracted by the Center as needed.

Objective 4. Some school districts had social workers. In these instances they were encouraged to work with parents of migrant children in fulfilling this objective. In school districts where social workers were not employed, tutors were encouraged to visit the homes of migrant children. In addition to the efforts made by tutors, the Center's Diagnostic Team made home contacts. As a general rule the social worker, who was also a member of the Diagnostic Team, visited the homes initially. Tutors were provided inservice workshops on techniques and procedures of home visitations.

Objective 5. The staff of the Education and Record Center were available to conduct workshops for administrators, teachers, tutors, and teacher aides (working with migrant children), provided a sufficient number of persons enrolled in the workshop. The mobile vidi-con television system was available for the inservice activities.

The reading clinician, guidance counselor, and social worker were sent to any location in the state. This was done to provide those services for migrant children in districts which did not employ professionals equipped to provide the kind of services for which they (diagnostic team) were qualified to perform.

Area Served

The staff, materials, equipment and services provided through the center situated near the campus of Southeast Missouri State University were available to students who met the legal description of a migrant anywhere in the state of Missouri. However, the bulk of the students served in this program were located in Pemiscot, Dunklin, New Madrid and Mississippi Counties. These counties are located in Southeast Missouri.

Evaluation Procedure

In the application for a program grant for the migrant children, it was stipulated that an evaluation team consisting of three people, coordinating their efforts with the evaluation staff of the Missouri State Department of Education's Title I Office, would conduct an evaluation of the Missouri Migrant Program. This evaluation team is to be retained in an advisory capacity.

The evaluation of Missouri's Program for Migrant Children included, among other things, information such as:

1. An unduplicated count of children participating
2. Innovative projects
3. Most pressing educational needs
4. Objective measurements
5. Subjective measurements
6. General program effectiveness
7. Personnel and personnel training
8. Inter-relationship with regular Title I, ESEA program
9. Coordination with other programs
10. Community involvement
11. Non-public school participation
12. Major problem areas

The evaluation reflected in this report is for the Fiscal Year 1972, which began July 1, 1971, and the 1972 Summer Program.

Statement of the Problem

With the increasing demand for the quality of educational opportunities in the United States, millions of dollars have been appropriated by the Federal Government for educational purposes, and large sums have been charted to those endeavors concerning the education of deprived children. This would seem to give sufficient evidence of an increasing national concern for this problem.[1]

The educational program for migrant children was designed to improve the educational opportunities of these children. One of the provisions in the application for a program grant required an evaluation of the program in terms of these purposes.

Purpose of the Evaluation

The purpose of this evaluation was to ascertain whether the program fulfilled the needs of migrant children in terms of the objectives which were stated previously in this report. Using the information available to the evaluators, attempts were made to formulate conclusions and make inferences as to whether the funds allocated for this program did, in fact, fulfill the expectation for the program.

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[1] Cleo W. Mabrey, "A Study of the Effects of Selected Factors Upon Participants in a U.S., NDEA Summer Institute for Elementary Teachers and Supervisors of Non-Urban Disadvantaged Youth" (unpublished Doctoral dissertation, University of Missouri, Columbia, 1969), pp. 4-5.

Justification for the Evaluation

This evaluation is important because of the need for information in terms of specific results and outcomes which might be used to warrant the expenditure of future public funds for this particular kind of program, and to identify methods and techniques considered to be effective in the education of migrant children.

The Scope of the Evaluation

The period of time covered by this evaluation was July 1, 1971, through June 30, 1972, plus the 1972 Summer Program which ended on or before August 15, 1972.

While the migrant program was designed to serve the entire State of Missouri, this evaluation is focused primarily upon the migrant children in schools located in the Southeast section of the State because this is where most of them are found.

Some of the data used in this evaluation were gathered at the beginning, some during, and the balance toward the end of the 1971-72 Academic Year. Other data utilized in the evaluation were obtained during the 1972 Summer Program.

Source of Data

Data for this evaluation were based upon information obtained from site visits and interviews. Students, tutors, administrators, supervisory personnel, and parents were interviewed when on-the-spot visitation occurred.

In addition, the Migrant Center Staff, records, reports, and test results were examined as a basis for verifying information gleaned from observations during visits and interviews.

Design of the Evaluation

This evaluation was designed to cover the 1971-72 Academic School Year and the 1972 Summer Program in order to reflect the impact that the migrant program might have upon the performance of the children of agriculturally-related migrant laborers during this period of time. The projected plan was to measure the learning levels of these children at the beginning of the 1971-72 Academic Year. This would establish the base level of their performance. Reading, spelling, and arithmetic were selected as the area of focus when reporting and examining pretest and posttest results.

The second phase of the evaluation was to be accomplished by examining posttest results in reading, spelling, and arithmetic of as many of these same children as possible.

The third phase of this evaluation was to be accomplished by examining various kinds of data gathered on children who participated in the educational programs conducted in various school districts during the Summer of 1972; and in addition, to reporting pretest and posttest results in reading, spelling and arithmetic, pupils' attitudes were assessed and the difference between the preratings and postratings were disclosed. The scale of Student Attitudes used may be found in Appendix A.

Students included in this evaluation were migrant children. Their ages ranged from one to seventeen years, and a total of 1,465 children were involved.

The pretest and posttest results were based on data collected by use of the Wide Range Achievement Test.

The instruments used to gather information for this evaluation were generally administered to students in small groups. Test scores and information obtained from records, interviews, observation, etc., comprise the bulk of the data used in this evaluation.

Where appropriate, test scores and rating scale assessments were assembled by tutor, school district, broken down into grade levels, and processed by the computer. Pretest and posttest means were computed for reading, spelling, and arithmetic, and the results were compared. Likewise, the preratings and postratings of pupils' attitudes were contrasted.

Definition of Terms

Throughout this evaluation the terms below were used as defined:

Program Grant. The grant award of monies by the Federal Government to be used by the Missouri State Department of Education to improve the educational opportunities of migrant children.

Migrant Child. A migrant student is any child who attends at least two schools during the year as a result of his parents or guardian moving to seek or acquire employment in agriculture or related occupations which include: Food storage and processing plants; feed mills and elevators; poultry farming and related activities; lumbering and related activities and transportation of farm products.

Migrant Teacher and/or Tutor. One hired by the local district and supported by the Migrant Center to instruct either singly or in small groups those migrant students in need of special instruction.

Inservice Training. Special workshops conducted by the Migrant Center staff and attended by tutors and supervisory personnel in charge of migrant students within the district.

ESEA Coordinator. A member of the Missouri Department of Education who has been assigned general administration and supervision responsibilities in the state migrant program.

Director. A half-time employee whose duties consist of directing and coordinating the migrant program for Southeast Missouri State University. In addition, the director is responsible for recommending local school districts to the State Department of Education for services provided by the Migrant Center.

Reading Clinician. One who diagnoses reading difficulties and writes prescriptions for use by migrant teachers in correcting reading difficulities.

Registered Nurse. An employee of the Center who screens migrant children for health defects so that they may be referred to medical doctors, dentists, optometrists, and others as the need arises.

Social Worker. A staff member who works toward the development of a favorable attitude toward education by both parents and children. The social worker serves as a liasion contact between parents, children and schools, and provides whatever assistance possible.

Librarian. A fully qualified (and certificated) person in library science who selects, catalogues, processes, and distributes source and instructional materials.

Coordinator. A staff member whose responsibility is to assist local school districts in the identification of migrant children, updating records of these children, and the general development of educational programs which includes supplementary services.

Terminal Operator. A trained Migrant Center staff member who relays student data between schools and the National Migrant Data Bank in Little Rock, Arkansas, via teletype.

Guidance Counselor. One who collaborates with other disciplines in utilizing his expertise in individualizing an educational program for migrant pupils and/or students based upon emotional, intellectual, and behavioral limits. Coordinates psychological-educational testing and relates the findings meaningfully to the reading clinician, social worker, health nurse and school personnel.

II. EXEMPLARY PROGRAMS

During the 1971-72 Academic Year two programs which may be considered exemplary were initiated. One program was operative in the senior high school at Cooter, and the other was in the junior high school at Risco. The main objective of both programs was preparation for the world of work. Therefore, since the programs at Cooter and Risco were quite similar in many ways, the Cooter program is narrated in detail, and only those aspects of the Risco program which deviated substantially from the Cooter program are enumerated.

Developing Skills for Daily Living

The teacher of migrant students, principal, and superintendent of schools developed a vocational program for nine seniors (five boys and four girls) in the Cooter High School. These nine seniors were considered to be low achievers. Their I.Q.'s ranged from just above the requirement for special education to the high 80's. Their average reading ability approximated the fifth or sixth grade level. In addition to vocational training, special attention was given to reading, spelling, and mathematics.

The school day was divided into six periods. Each period was sixty minutes long, and the nine seniors mentioned above spent two periods each day (third and sixth) with a teacher of migrant students.

The vocational program consisted of office practice and mathematics for daily living. The teacher selected for this program was qualified to teach business education subjects including business mathematics. It was reasoned that a teacher with this particular background would be more suited to teach in this type program than one with a mathematics background, since the objective was to teach mathematics for daily living. Also, the business experience background of the teacher of migrant students was an asset when teaching the migrant students about the world of work.

The time devoted to office practice involved tasks that low ability students could be expected to perform. Office practice included the following units.

1. Typing (have had two years of typing)
2. Ten key adding machine
3. Proofreading exercise
4. Use of the telephone
5. Ditto direct process duplicator
6. Producing mailable letters
7. Office communications systems
8. Business forms
9. Office type typing
10. Filing
11. Seeking a secretarial position

Mathematics for daily living included areas in which every citizen, regardless of his ability or career possibilities, must achieve a minimum amount of proficiency. Also, the study of this subject included topics that were of immediate interest to this particular age group. The following units were included in the mathematics curriculum:

1. Automobile ownership
2. Purchasing consumer goods
3. Personal income
4. Income tax
5. Insurance
6. The cost of housing

The above units were taught so that optimum opportunities to learn mathematics for daily living were made available to the participants. A detailed description of the courses of study for office practice and mathematics for daily living may be found in Appendix B.

Teacher-made tests were utilized to evaluate the effectiveness of the program. A pretest was given in reading and mathematics. The results of the pretest in reading were used to determine student placement in the office practice curriculum. The results of the pretest given in mathematics aided in the proper placement of the students involved in the mathematics program. Also, both the reading and mathematics tests were used as a diagnostic tool to determine reading and mathematics deficiencies, and special effort by the teacher was then directed toward overcoming discovered deficiencies. The results of these tests may be found in Appendix C.

In addition to providing educational opportunities in the areas outlined previously, the school has plans to assist the nine migrant students involved in obtaining employment upon graduation from high school.

Pre-Vocational Tutorial Program

The Risco Junior High School, assisted by the staff of the Migrant Center, developed a pre-vocational course of study for three low-ability junior high students (one boy and two girls). Each student spent two hours daily with the teacher of migrant students. Again, the emphasis was on those aspects of reading and mathematics necessary to prepare one for the world of work. Following may be found examples of the subject matter taught:

1. How to use the telephone
2. Making application for a job
3. How to get along on the job
4. Payroll deductions (social security, federal income tax, state income tax, insurance, etc.)
5. Payroll
6. Vacation time, sick leave, sick pay, etc.
7. Map reading
8. Making change

The boy involved in this program moved to Bernie, Missouri, during the school year. As a follow-up the Migrant Center staff members contacted Bernie school officials and continued to supply the same materials so that the continunity of his program was maintained.

Plans have been made to provide additional tutorial help for these students through the senior high school years. Beautician training for the two girls is under consideration.

III. CHILDREN SERVED

The children served were those whose parents were involved in seasonal agricultural activities. Because of the migratory pattern established by these families, the children were unable to attend a school regularly throughout the entire academic year.

The following school districts indicated that they had participants enrolled in the Migrant Program during the 1972 Fiscal Year or 1972 Summer Program: Bell City, Bernie, California, Campbell, Carrollton, Caruthersville 18, Charleston, Clarkton, Cooter, Delta R-V, Dexter, Doniphan, East Prairie, Gideon, Illmo-Scott City, Jackson, Lafayette Co. R-X, Lexington, Licking, Malta-Bend, Monett, Mountain View-Birch Tree, Naylor, Neelyville, New Madrid, Nodaway-Holt, North Pemiscot, Oran, Pemiscot C-7, Pemiscot Co. R-III, Puxico, Richland R-IV, Ripley Co. R-IV, Risco, Senath, South Pemiscot, Southland Consolidated, Summersville, Tarkio, Twin Rivers, Van Buren, and Zalma.

The Migrant Center offered a variety of services to the schools that enrolled migrant students such as: Tutorial; health; reading clinician; library facilities and summer school. Any of the students enrolled in the program received tutorial benefits.

Using the Student Enrollment Transmittal Form (SET) and the Uniform Migrant Student Transfer Form which are forms designed to assist in the collecting and storing of information in the National Migrant Data Bank at

Little Rock, Arkansas, 4,434 children, whose ages ranged from one through seventeen, were identified and designated as migrants in the State of Missouri for the Fiscal Year 1972. Of significance is the fact that this figure is not an estimate, but the actual number of migrant children enrolled in the schools in Missouri for which records were transmitted to the Data Bank.

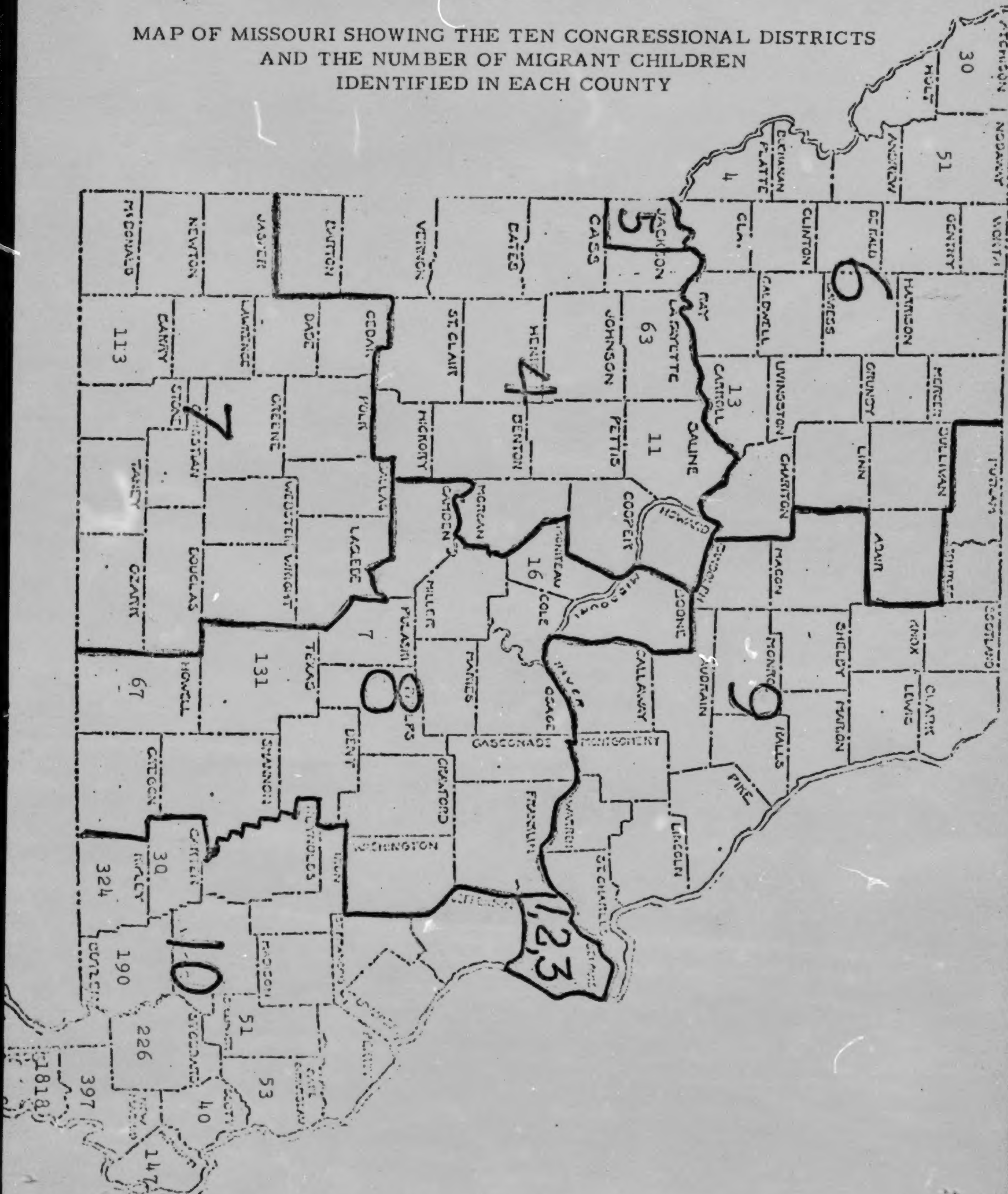
While these students and their parents may not be a part of a "migrant stream" as such, they do engage in seasonal agricultural activities in the various areas. This has resulted in frequent movement, both interstate and intrastate. Also, many of these migrant families join the so called "migrant stream" into other states during the summer, particularly if the cotton or soybean crop is not good, and then they return to Missouri (their home base), when work there is finished.

Data indicates that these children were scattered throughout the state and enrolled in a number of schools. However, approximately ninety percent of the migrant children involved in this report were located in the Tenth Congressional District, and slightly more than sixty percent were located in the "Bootheel" counties of Pemiscot and Dunklin. Figure I is a map of Missouri showing the area of concentration of these children by county.

The initial identification of these migrant children was basically the responsibility of school personnel in the various school districts. However, those responsible for identification received considerable assistance. For example, Mr. John T. Lawrence, a member of the staff of the Missouri State Department of Education and the person responsible for coordinating Public

FIGURE I

MAP OF MISSOURI SHOWING THE TEN CONGRESSIONAL DISTRICTS
AND THE NUMBER OF MIGRANT CHILDREN
IDENTIFIED IN EACH COUNTY



Law 89-10 as amended, mailed a communication to all superintendents of schools in the State explaining the program available for all migrant children in the State and requested assistance in locating these children.

Personnel from the Migrant Educational Services and Records Center, also conducted thorough surveys and worked with the various school districts in identifying and locating these children.

After pupils were enrolled in the schools and identified as children of migrant agricultural workers, the Migrant Center was contacted. At this point a Terminal Operator, who was trained to transmit and obtain information from the Data Bank, assembled past school records, family data, health records, etc., pertaining to the new students at the Center, and transmitted or delivered this information to the receiving school. In some instances, since the establishment of the Data Bank, pertinent information relative to the children who were moving from one school to another, was relayed to the Center prior to their enrollment in a particular school. This information was then promptly transmitted to the receiving school.

When the needs of migrant children were established, services not available from any other source were provided through the Migrant Educational Services and Records Center. While the degree to which the available personnel, equipment, and materials were utilized in the educational programs of these children was left to the local school district, every effort was made by the entire staff at the Center to see that adequate services were provided. For example, a total of 1,110 children were enrolled in the tutorial programs, 262 children were provided with health services, and 355 children participated in summer school programs which were either fully or partly financed by the program grant to the State of Missouri for the education of migrant children. In addition, the reading clinician worked with migrant children in thirty-two school districts, and instructional materials (teaching aids or library books) were supplied on a regular basis to thirty-four school districts for use in the tutorial programs or in classrooms where migrant children were being taught.

Table I gives a breakdown of these services by school district and by type.

TABLE I

SERVICES PERFORMED BY THE EDUCATIONAL SERVICES AND RECORD CENTER BY SCHOOL DISTRICT AND BY TYPE

School District	Type of Service							
	Tutorial Program	Summer Program	Reading Clinician	Social Worker	Guidance Counselor	Diagnostic Team	Library Materials	Health Services
Bell City			X		X		X	X
Bernie			X		X			X
California							X	
Campbell			X					
Caruthersville 18							X	
Clarkton	X		X	X	X		X	X
Cooter	X		X	X	X		X	X
Delta R-V			X	X	X	X	X	X
Dexter			X				X	X
Doniphan	X		X	X	X	X	X	X
E. Prairie	X	X	X	X	X	X	X	X
Gideon	X		X	X			X	X
Jackson								X
Lexington			X				X	
Licking			X				X	
Monett	X	X	X	X			X	
Mountain-View			X	X			X	

TABLE I (cont'd)

SERVICES PERFORMED BY THE EDUCATIONAL SERVICES AND RECORD CENTER BY SCHOOL DISTRICT AND BY TYPE

School District	Type of Service							
	Tutorial Program	Summer Program	Reading Clinician	Social Worker	Guidance Counselor	Diagnostic Team	Library Materials	Health Services
Naylor			X					
Neelyville			X	X				
New Madrid	X	X	X	X			X	X
Nodaway-Holt							X	
N. Pemiscot	X	X	X	X		X	X	X
Oran			X				X	
Pemiscot C-7	X	X	X	X	X	X	X	X
Pemiscot R-III			X	X	X		X	X
Puxico	X	X	X	X			X	X
R-X (Alma)							X	
Richland R-IV			X				X	
Risco	X		X	X	X	X	X	X
Senath	X		X	X			X	X
S. Pemiscot	X		X	X	X	X	X	X
Southland	X	X	X	X			X	X
Summersville	X	X	X	X	X	X	X	X
Tarkio							X	
Twin Rivers	X		X	X	X	X	X	X

TABLE I (cont'd.)

SERVICES PERFORMED BY THE EDUCATIONAL SERVICES AND RECORD CENTER BY SCHOOL DISTRICT AND BY TYPE

School District	Type of Service							
	Tutorial Program	Summer Program	Reading Clinician	Social Worker	Guidance Counselor	Diagnostic Team	Library Materials	Health Services
Van Buren			X	X			X	
Wellington-Nap.			X				X	
Zalma			X	X	X		X	

IV. GRADE PLACEMENT

Each school, participating in the Migrant Program, assigned children on the basis of information recorded on their past school records, grade cards, teacher judgement, and test results. The following standardized tests were utilized: Stanford Achievement Test, Wide Range Achievement Test, Metropolitan Achievement Test, California Achievement Test, Stanford Binet Intelligence Test, Weschler Intelligence Test for Children, and the Peabody Picture Vocabulary Test.

The criteria used to determine grade placement were found to be satisfactory and effective in most cases. Only a few schools experienced any problems at all which may have been traceable to the procedure used in grade placement, however, these were minimal and readily overcome. For example, one scheduling problem was noted and another involving grade placement required retesting. In both instances these problems were resolved through services rendered by the Migrant Center.

Data indicates that, of the total number of students who received some type of service from the Migrant Center, eight-tenths of one percent were enrolled in special education, eighteen percent in ungraded classrooms, four and four-tenths percent in kindergarten classes, sixty-eight percent in grades one through six, fifteen percent in grades seven through eight, and ten percent in grades nine through twelve.

The placement of elementary school children did not pose as many problems as did the placement of high school students. Because of graduation requirements and frustration experienced in certain subjects, it was often difficult to keep high school students enrolled and interested in school.

V. TEACHER-PUPIL RATIO

Since each school system assigned migrant children according to criteria used in placing all enrolled students, the teacher-pupil ratio varied from school to school. However, for school districts to receive state approval they must maintain a teacher-pupil ratio not in excess of one to thirty for AAA rating, one to thirty-five for AA rating and one to forty for an A rating. Therefore, the teacher-pupil ratio was at or near one of these categories depending on the rating of the school where the migrants were enrolled.

When the migrant children were assigned to special tutors, provided by funds made available through ESEA, as amended in 1966, for help in either reading, arithmetic, science, or social studies, it was possible to decrease the teacher-pupil ratio to an average of four and seven-tenths of one percent per period for approximately one hour daily.

Table II reports the average number of migrant students for the regular school year with whom each tutor worked by school district and by grade. When examining this table, it should be remembered that migrant children and their parents are mobile, and that it is impossible to develop a tutorial program which will remain constant throughout the school year.

TABLE II

A REPORT OF THE TUTORIAL PROGRAM BY SCHOOL DISTRICT AND BY GRADE LEVEL

School District	Number of Children[1]	Grade Level													Number of Tutors	Average Class Size[2]
		1	2	3	4	5	6	7	8	9	10	11	12	Sp. Ed.		
Clarkton	71	18	18	9	6	15	4	1							1	4.7
Cooter	96	10	10	14	10	8	5	8	0	8	5	1	17		2	8.5
Deering C-7	116			22	26	19	22	13	14						4	6.6
Doniphan	50		12	13	11	6	8								1	3.6
East Prairie	56	12	9	12	9	4	10								1	4.8
Gideon #37	34	4	11	6	3	7	3								1	5.8
Monett	37	9	8	4	6	5	5								1	3.6
New Madrid	18	5	2	2	1	3		1						4	1	2.1
N. Pemiscot	124	12	14	17	23	6	25	15	12						4	7.1
Puxico	23	3	4	5	3	3	5								1	4.1
Risco	34	1	8	8	8	6	3								1	5.8
Senath	150	18	19	27	17	12	15	29	13						3	5.4
S. Pemiscot	125	5	16	24	11	20	34	12	1	2					3	4.1
Southland	80		8	9	13	7	6	7	6	10	7	6	1		4	3.1
Summersville	74		12	22	16	13	11								2	3.1
Twin Rivers	22		3	6	3	6	4								1	2.9
TOTAL	1,110	97	154	200	166	140	160	86	46	20	12	7	18	4	31	4.7

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[1] The number in this column indicates the number of children enrolled.

[2] The average class size was based upon the statistics used in the monthly reports compiled by tutors.

Approximately 355 migrant students were enrolled in the 1972 Summer Program in eight school districts. One goal of this program was to maintain a teacher-pupil ratio not in excess of one to fifteen. When the additional staff provided by the Migrant Center was considered, the teacher-pupil ratio for migrant children was in some instances one to one, and in no instance was the ratio greater than one to five.

In Table III may be found the number of migrant students enrolled in the 1972 Summer Program by district and grade level.

TABLE III

A REPORT OF THE TUTORIAL PROGRAM BY SCHOOL DISTRICT AND BY GRADE LEVEL

School District	Number of Children	Grade Level									
		Kg.	1	2	3	4	5	6	7	8	Special Education
Delta C-7	89[1]										
E. Prairie	78	21	10	7	11	9	10	5		5	
Monett	8		2	2	1	1		2			
New Madrid	23			4	5	2	6	1	2		3
N. Pemiscot	55		5	1	10	3	2		17	17	
Puxico	21		5	3	4	4		5			
Southland	48		8	10	22	8					
Summersville	33	2	6	6	8	1	7	3			
TOTAL	355	23	36	33	61	28	25	16	19	22	3

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[1] The organizational plan was ungraded, therefore, grade levels were not designated

VI. INTER-RELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

All of the eligible migrant students, who participated in the migrant program, attended the public schools. From a sample of thirty-three schools it was found that 2,109 migrant children were reported as participants in five migrant activities--Table IV. Of this number 1,263 were in tutorial activities; 1,455 received educational materials from the migrant material center; 148 received the services of the Diagnostic Team; 359 received health assistance and 355 participated in migrant summer school programs.

TABLE IV

PARTICIPATION IN MIGRANT ACTIVITIES FY '72

Total No. Migrants	Tutorial	Educational Materials	Diagnostic Team	Health	Summer
2,109	1,263	1,455	148	359	355

Participation in regular Title I activities involved 1,380 migrant students out of the 2,109 total participants. This accounts for some sixty-two percent of the total participation. Highest instructional participation was in the area of reading with 30 students. Health, library, and guidance participation was 599, 333, 304 respectively. There were other Title I instructional service activities in which students were involved. Table V reflects their participation in these activities.

TABLE V

INVOLVEMENT OF PARTICIPATING MIGRANTS IN REGULAR TITLE I ACTIVITIES FY '72

Total Migrants	Reading	Math	Summer	Special Education	Small Class	Health	Speech	Guidance	Library	Food	Other Misc.
1, 380	530	176	142	54	61	599	64	304	333	23	378

Because of the involvement of some migrant students in both migrant and Title I activities, local respondents were questioned whether it would be possible for some of the migrant activities to be absorbed by the regular Title I program, and therefore, free some of the migrant funds currently being used as implied above for additional migrant services not now available. Nine of the schools reporting said, "yes", and the remainder indicated that this would not be possible. In general those responding "yes" were schools which received a limited amount of service through the migrant program. In a few cases Title I carry over money was available. The need for additional cooperation between the Migrant Educational Center and the State Department of Education to more closely coordinate the efforts of the two programs, and thus, avoid duplication was quite evident.

The Migrant Educational Center provides specialized services which may not be provided when only local Title I funds are utilized.

VII. COORDINATION WITH OTHER NON-TITLE I PROGRAMS

On the basis of the information reported by local educational agencies conducting migrant activities, it is apparent that there should be better coordination between migrant activities and other agency programs within districts. According to these reports the majority of the special health needs of local Title I students were provided either through migrant or Title I activities. Due to the increased availability of free lunches migrant children were able to obtain the needed food services through regular school channels.

In some instances a void was found in some of the services available. The problems inherent were dependent upon the number of migrant children concentrated in a particular district. Effort should be increased toward providing additional services (where needed) to migrant children either through the migrant program activities or through regular school activities, and the migrant program staff should provide consultative services and supplementary materials. Summer programs, coordinated with regular Title I summer school programs which concentrates on deficiencies of migrant children, should be encouraged and continued.

Perhaps one of the greatest needs in the way of coordination is to work more closely with school and other community organizations to reduce the home-school communication gap. Parents of migrant children often are reluctant to seek meals or other needed services for their children.

Upon review of this situation two conclusions are evident:

1. The basic needs of migrant children were generally being met through the various programs in operation within the local school districts.

2. School officials may not be aware of either the resources available or the participation of migrant children in other agency activities within the local community

VIII. INSERVICE TRAINING

Inservice workshops for migrant tutors were conducted by the Migrant Center staff upon request. These workshops were centered around social-logical and psychological factors associated with migrant youth and techniques of teaching migrant students. The Center also held workshops for the purpose of clarifying the records system. In addition to the workshops which were conducted for teachers, some were also arranged for supportive personnel. School nurses, teacher aides and home-school-coordinators were included. These workshops were customized to meet the unique requirements of the region or school district served.

A total of eleven one-day workshops were conducted by the Migrant Center staff at eleven different locations. Three workshops involved reading, four involved arithmetic, and four involved record keeping and interpretation. The outlines which may be found in Appendix D illustrate the kind of activities which were covered in the workshops.

Table VI identifies each workshop by type, target group, place, date, time, number participating, and in some instances an evaluation of the results. All of the workshops, except those pertaining to records, were evaluated on a ten-point scale. Ten was excellent, and one was poor. A copy of the workshop evaluation form may be found in Appendix E. The last five columns of Table VI show the mean score for each of the five categories responded to by the workshop participants.

TABLE VI

A SUMMARY REPORT OF INSERVICE WORKSHOPS BY TYPE AND TARGET GROUP

TYPE OF WORKSHOP*	TARGET GROUP	PLACE	DATE	TIME	NUMBER PARTICIPATING	EVALUATION				
						1	2	3	4	5
Mathematics	Tutors & Tchrs. of Migrant Children	Wardell	2/22/72	1:30-3:30	20	8.5	9.5	9.3	9.1	8.7
Mathematics	"	Senath	2/29/72	1:30-3:30	15	8.9	9.5	9.1	8.1	8.1
Mathematics	"	E.Prairie	3/14/72	1:00-3:00	14	9.2	9.7	9.1	7.5	7.3
Mathematics	"	Doniphan	3/28/72	1:00-3:00	10	9.5	9.8	9.5	9.7	6.9
Reading & Educational Materials	"	Gideon	3/21/72	1:30-3:30	19	8.6	9.1	8.8	9.2	7.5
Reading & Educational Materials	"	Cooter	4/18/72	1:30-3:30	17	8.5	9.0	9.0	8.6	8.3
Reading & Educational Materials	"	Broseley	4/25/72	1:30-3:30	12	9.8	9.9	9.7	9.7	9.4
Records & Program	School nurses, Administrative personnel, guidance counselors & tutors	Braggadocio	12/1/71	1:00-3:30	41					
Records & Program	"	Bell City	12/2/71	1:00-3:30	13					
Records & Program	"	Fremont	12/13/71	1:00-3:30	10					
Records & Program	"	Monett	9/24/71	9:00-2:30	10					
Reading	Tutors & Tchrs. of Migrant Children	Cooter	6/8/72**	9:00-1:00	12					
Mathematics	"	Cooter	6/9/72**	9:00-1:00	12					

*These workshops were conducted by Migrant Center Staff personnel with the assistance of other professionals

**1972 Summer Program

The mean for each item was eight or above with the exception of the beginning times and length of the workshops. These were set by local administrators. The reasons why these two areas received a lower rating are not known. In the past the workshops were held after school hours which could account for a low rating then. However, during the 1972 Fiscal Year the workshops were conducted during regular school hours and during the regular school day.

Migrant Center staff members attended professional meetings and participated in inservice training. The area coordinator from Little Rock, Arkansas, visited the Center at Cape Girardeau, Missouri, at least twice during the year. These visits included inservice sessions with the Terminal Operators, discussions which centered around keeping and using records of migrant children.

The Elementary and Secondary Education Act Coordinator from the State Department of Education, the State Director, and the Migrant Center Coordinator attended a two-day workshop in Lincoln, Nebraska. It was conducted by personnel headquartered at the Data Bank. It dealt with the record keeping system, and the information recorded on the records. The workshop was designed for two different groups of people. One aspect of the workshop was designed primarily for directors and/or administrators of migrant programs, and the other was for terminal operators. The State Director attended the meeting designed for administrators, and the Coordinator participated in the one involving record keeping, etc.

The chief terminal operator and two of the Migrant Center secretaries attended a two-day workshop in Little Rock, Arkansas. This workshop involved the operation of the terminal and the resolution of problems relative to the record keeping system.

Other Center personnel attended workshops as follows:

1. Reading Clinician: One week workshop in Detroit--National Convention of the International Reading Society.
2. Counselor: One week workshop in Chicago--National Meeting of Guidance Counselors.
3. Reading Clinician and Migrant Coordinator--One-day workshop at Broseley, Missouri, on the Audiometer.
4. All Center personnel--Two-day Kindergarten workshop sponsored by Southeast Missouri State University.

IX. NONPUBLIC SCHOOL PARTICIPATION

There was little, if any at all, nonpublic school participation in the Migrant Program in the school districts reviewed in this area. This is probably because there are relatively few nonpublic schools operating in the areas of this State in which there is a great concentration of migrant children. However, nonpublic schools are aware of the availability of the services rendered through the program, and the criteria used in identifying and classifying migrant children.

X. DISSEMINATION

The primary need and value of dissemination activities is to acquaint the local schools with the programs available to school districts enrolling migrant children, acquaint instructors who have migrant students with special methods that might be used to instruct these children, and to share specific methods which may be used by some school districts which may be adaptable for use in others.

Primarily, information relative to the migrant program was disseminated through workshops and meetings conducted by the Migrant Educational Center staff. Sixty-nine teachers participated in workshops, when specific instructional methods for migrant children were discussed and analyzed.

Also, information was made available to the public schools through Migrant Educational Center staff member contacts on an individual basis. The Migrant Center staff was always available for assistance when problems arose.

Dissemination to the public through news media was limited. School newspapers were occasionally used to inform the public of the various migrant activities. Monett and East Prairie seemed to be the only districts in which a large amount of information appeared in the local newspaper.

XI. COMMUNITY INVOLVEMENT

All segments of the community were invited and urged to become involved in the Migrant Program, and many communities offered a variety of services to enhance the program.

In some communities local businesses provided field trips for the students. In others, however, local service clubs purchased clothing, shoes, and glasses for migrant children. Community organizations, such as Delta Area Economic Opportunity Corporation and the Office of Economic Opportunity supplied clothing, and local citizens provided transportation for children who needed medical service. The Citizens Advisory Council and local Parent Teacher Association publicized the migrant program.

Parents of migrant children were frequently invited and urged to become actively involved in the program designed to benefit their children. Parents worked with nurses to plan and carry out health services on an individual basis.

XII. PROGRAM EFFECTIVENESS

An outstanding contribution to the effectiveness of the migrant program may be found in the development and maintenance of the migrant record system, and the transfer system which involves the Migrant Data Bank. However, any good program has attendant problems and the record system is no exception. Unless records are maintained and frequently updated their value is decreased. Also, it cannot be shown that services have been rendered unless the proper entires are made on these records. If migrant children cannot be identified, and if the services they received cannot be verified by records, then the rationale for this aspect of the program has been greatly minimized.

In a few instances some difference of opinions relative to the effectiveness of the record system was noted. The Migrant Center Coordinator viewed the problem as one involving a lack of understanding on the part of the people in the schools who were responsible for reporting the necessary basic data which is recorded on the records. For example, it was discovered that in some instances information was placed on the migrant record which could not be fed into the computer because of improper coding, or because no space was provided for the information obtained from those reporting for the schools.

The tutors who were responsible for seeing that the records were complete, viewed the problem differently. The following points were made by them:

1. The time lapse between the initiation of an enrollment transmittal, and the return of a student's record, could be minimized, if the current procedure for handling migrant student records was modified. This would tend to insure that the handling of transfer records would continue to be done quickly and efficiently.

2. The record system could be more effective, if additional flexibility in the amount and kind of data placed on the transfer record were permitted.

3. Require only that data from a tutor which is to be transmitted.

4. Also, perhaps the total number of transactions currently needed to update records could be reduced.

The tutors attributed the problem to a lack of understanding (on their part) of how the records system operates.

A recommendation which might help resolve the above problems may well be an improved method of teaching the proper procedure for record keeping, interpretation, etc., to those delegated the responsibility for reporting and recording data. The completion of the actual forms used in the program in a workshop situation could very well be a practical solution. A concerted effort on the part of the Migrant Center staff designed to inform all people involved in record keeping procedures and how the entire system works would be valuable and helpful. An increased emphasis on the importance of record keeping and a greater awareness of tutors about the value of the migrant record system should increase the effectiveness of the program.

Mr. Jim Wilson, Area Coordinator, Migrant Student Record Transfer System, of the Data Bank in Little Rock, Arkansas, generally considered his semi-annual visits to the terminal site located in Cape Girardeau, Missouri, one of pleasure, even though they were official visits, because the terminal operators seldom had problems, and they were constantly endeavoring for perfection in the system of record keeping and the various other areas of responsibility for which they were charged.

A letter from Mr. Wilson relative to his latest visit to the Migrant Center may be found in Appendix F.

XIII. SPECIAL AREAS

Under the caption entitled, "Exemplary Programs," which may be found in Section II, two pre-vocational programs which were in operation during the 1971-72 School Year were discussed in some detail. Involved was a program at the junior high level and one at the senior high level.

Students enrolled in these two programs were low ability and/or achievers. The primary objectives in both cases were preparation for daily living and the world of work. The services described in Section II of this report were supplementary to those provided in the regular educational program of the school. Services in the handicapped areas involved both physical and mental. Such services as tonsillectomies, dental work, hearing aids, glasses, and physical examinations were provided.

Some of the special areas and the services provided in each category are listed below:

Testing and Diagnostic Services. A diagnostic team consisting of a Guidance Counselor, Reading Clinician, and Social Worker was available upon request. The primary purpose of this team was to make an educational assessment of migrant students who are not realizing their potential. After assessing a child's difficulties the team prescribed written recommendations for helping the child. The staff then worked with teachers of migrant children in implementing their recommendations. Priority for this service was given to first-year migrant children, however. A copy of the referral form used may be found in Appendix G.

Health Services. Health services for migrant children are provided through the Migrant Program when other sources, both school and community, have been exhausted. Health policies, types of services available, and forms for referral may be found in Appendix H.

Guidance and Counseling Services. One of the staff members at the Migrant Center is a certified guidance counselor. This person is available upon request for the purpose of assessing emotional, intellectual, and behavioral limits of migrant students who demonstrate extraordinary problems. A copy of a form used when obtaining information for use in the counseling phase of the Migrant Program may be found in Appendix I.

Social Worker. A social worker is available upon request to assist with home visitation. The primary purpose of this service is to help develop better cooperation between the schools and parents of migrant children, and to assist the children in elevating their educational achievement in school.

XIV. CONSTRUCTION AND EQUIPMENT

Schools operating within the framework of the Migrant Center tutorial program did not request funds for the construction of classroom space. These schools furnished the necessary facilities and utilities. In some cases facilities were found to be sub-standard. However, basic services were being rendered reasonably effective even though this condition existed. Because the migrant tutorial program was one of the more recent federal programs to be adopted by local school districts many of them (school districts) were hard pressed to find suitable space. Since classes were small (6 to 8), all schools were able to provide fairly suitable quarters in which teachers could conduct classes.

Instructional equipment was also furnished by local school districts. Movie, overhead, and opaque projectors were available for use in most classrooms in which migrant children were taught. Filmstrip machines, controlled readers, tape recorders, record players and many other items were provided.

Southeast Missouri State University provided facilities for the Educational Services and Records Center. This facility is a six-room house adjacent to the University's campus. Generally speaking, the facility meets the needs of the staff quite well, however, the lighting system is poor and adequate storage space is lacking. Additional space is also needed for staff conferences.

Since most schools provide their own basic equipment, the Migrant Center has not found it necessary to purchase much equipment which is considered standard in most instructional programs. Some equipment which was not available for use in most schools was purchased, however. One such item is a videcon television system composed of a precision video recorder, two cameras, four television monitors, microphone mixer and two microphones.

XV. SUPPORTIVE SERVICES

Supportive services which include making available adequate food, needed clothing, and health care (medical, dental, visual, etc.) were provided to migrant children as needed.

These services were supplementary and they were offered only after all other community, church, service clubs, and school sources has been exhausted.

During the 1972 Fiscal Year the supportive services rendered were available to all migrant children. However, not all these children availed themselves of the opportunity to take advantage of the supportive services.

Table VI indicates the number of children involved, and the kind of health services rendered through the Migrant Program during the 1972 Fiscal Year to migrant children in numerous school districts in Southeast Missouri.

A brochure explaining the health services available for migrant children was sent to each school district. Schools eligible to participate in the program were supplied with Health Referral Forms to be used for any child needing health services.

The project nurse cooperated with local school nurses and teachers in conducting physical examinations, visual screening, dental examinations, and the issuance of dental kits.

TABLE VII

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH THE MIGRANT CENTER PROGRAM FOR THE 1972 FISCAL YEAR

Grade Level of All Elem.	Served H.S.	School District	Type of Service Rendered Dental	Visual	Physical	Other	Total Cost of Services Rendered to all Children	Total Served
1		Bell City				Audio		1
3		Bernie			3	Dr. did not charge		3
5	2	Clarkton	1			Home Visits (6)		7
3	1	Cooter		4		50 Good Food Coloring Books	75.00	4
3		Delta R-5		3		Audio	screening by staff	3
1		Dexter	1				81.00	1
4	1	Doniphan	1			Audio screen(3) Emergency Appendectomy	335.00	5
35		E. Prairie	7	9		Screening (19)	381.00	35
2		Fisk				Screening by staff (2)		2

TABLE VII (cont.'d)

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH THE MIGRANT CENTER PROGRAM FOR THE 1972 FISCAL YEAR

Grade Level of All Served Elem.	H.S.	School District	Type of Service Rendered Dental	Visual	Physical	Other	Total Cost of Services Rendered to all Children	Total Served
11	6	Gideon	3	7	7	Medication Audio	328.80	17
2	2	Jackson	3		1		541.00	4
9		McCarty	3	4		Medication (2)	230.35	9
5		Neelyville				Broken arm Audio screen (3) Broken nose	153.50	5
30	10	N. Pemiscot	23	16	1	50 Good Food Coloring Books	1,209.60	40
10	4	Delta C-7	9	5			153.50	14
19		Portageville	17	2			222.75	19
4		Puxico		3		Audio	120.00	4
4		Qulin		3		Medication Audio (1)	10.00	4

TABLE VII (cont'd.)

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH THE MIGRANT CENTER PROGRAM FOR THE 1972 FISCAL YEAR

Grade Level of All Served Elem.	H.S.	School District	Type of Service Rendered Dental	Visual	Physical	Other	Total Cost of Services Rendered to all Children	Total Served
24	5	Risco		11		Dental packets Visual screen (15) Audio (3)	308.00	29
5		Senath		4		Audio (1)	219.40	5
9	4	Southland	12	1			749.00	13
17	4	Summersville	18	3		X-ray, eye injury	586.00	21
2		Steele		2		Audio Screening	25.00	2
15		Zalma	1	5		50 Good Fo[illegible] Coloring Books Visual screen (9)	170.00	15
223	39						$6,185.00	262

XVI. PROGRAM INTEGRATION

Some examples of the way Migrant Program activities were incorporated into the regular school program follow:

1. Tutorial services were available to each migrant child in addition to the instruction available through the regular school program.

2. Another phase of integration involved smooth communications between the regular classroom teacher and the tutor of migrant children relative to the educational problems of these children.

3. When a migrant child moved into a local school district and was assigned to a classroom, the teacher, the counselor, and the tutor determined his educational needs. The tutor then gave him daily individual instruction in the areas of reading and/or arithmetic. The regular classroom teacher and the tutor cooperatively planned a program to fit a child's particular needs.

In some instances schools found it difficult to provide tutorial services for children. However, in some cases this was overcome by various means. A few schools discontinued a scheduled recess in order to provide auxillary services which included tutorial services for migrant children. Lines of communication between the building principal, regular classroom teacher, tutor, and Coordinator from the Migrant Center seemed to be very functional; and those involved seemed to feel that this free and open communication resulted in a smooth union of the migrant and regular school programs.

Upon enrollment of a migrant child in a school it was the responsibility of the local school to assess the child's competence in the various academic areas. If it were determined that he needed special help, he was placed with a tutor of migrant children. The achievement test results, which in many instances were diagnostic in nature, were given to the tutor who used them as a basis for gaining greater insight into and understanding of the problem areas involved. After the child was placed in the migrant program, discussions by the regular teacher and tutor of migrant children were held periodically relative to his progress. If additional problems were discovered by either the tutor or the regular teacher, discussions were initiated by either party as the need arose.

Auxillary services such as counseling, the health program, speech therapy and others provided by the school were also available to the migrant child. Often civic organizations were asked by the school to provide funds for clothing, glasses, hearing aids, etc., for children, and in some cases the child was a migrant. The migrant program, the school, and other agencies collaborated in raising funds to meet the unique needs of migrant children. The school lunch program made available free lunches to the migrant child, and breakfast, if the school was operating a breakfast program.

Regular and supportive services which were provided by the schools for all children were also available to migrant children. It was generally found that the programs provided for migrant children were as good or superior to those provided for other children.

It was evident that the Migrant Center and the administration of the schools involved had made a concerted effort to integrate the migrant program into the regular school program.

The inservice training program for teachers and tutors of migrant children were developed in close cooperation with the superintendents and principals of participating schools, and it supplemented their regular training programs.

XVII. STAFF UTILIZATION

An enthusiastic, well-qualified, and efficient staff was found hard at work implementing the Migrant Program of Missouri. They are housed near the campus of Southeast Missouri State University. Their duties are many and varied. Below may be found a breakdown of the major duties performed by various staff members:

1. The duties of the teacher aides included the supervision of playground and other non-instructional areas; preparation of instructional materials and equipment; assisting students in learning situations under the supervision and direction of the regular classroom teacher; assisting in the completion of records and reports; did clerical work; and performed many other routine duties.

2. The project secretaries and terminal operators performed duties common to these areas. The operation of the migrant record system, the materials center, and other secretarial work were performed very efficiently by these staff members.

3. A guidance counselor, reading clinician, and social worker provided a nucleus for a diagnostic team which was available to all schools upon request. This team was used to make an educational assessment of migrant students who were found to be below their potential. After an assessment of the child's difficulties was made the team prescribed remedial treatment designed to assist the child in making normal growth and development.

4. The Center health nurse worked with local school nurses in providing various types of health services to the migrant child.

5. The librarian selected, catalogued, processed, and distributed an abundance of source and instructional materials (software and hardware).

6. The Director performed well the many administrative duties devolved upon him such as directing the personnel employed at the Center; seeing that the appropriate records were kept; that all reports were properly prepared; maintained constant contact with the State Department of Education; and planned and executed the type of leadership needed for an outstanding program.

7. The professional staff was used as follows:

   a. To conduct programs designed to acquaint schools with the project

   b. To conduct inservice educational workshops for teachers and teacher aides

   c. To assist with the identification of migrant children

   d. To update records of migrant children

The Coordinator visited the tutorial programs in operation in the various schools. His main purpose was to serve as a liaison between the Migrant Center and the tutors of migrant children. In addition, he was always available to the tutor for assistance and consultation concerning the instructional program. A schedule of the Coordinator's monthly visitations may be found in Appendix J.

XVIII. NEW PROGRAMS

During the 1972 Fiscal Year four new programs were initiated in cooperation with the Delta C-7, East Prairie, New Madrid, and Risco school districts. The Delta C-7 program involved a six week foreign language cultural enrichment program; the East Prairie innovation involved pre-school children; the New Madrid program involved a special attempt in locating migrant children; and the Risco program involved an experiment with a pre-vocational pilot program. A rather succinct description of each follows:

Delta C-7

The migrant program in the Delta C-7 School District was cooperatively planned and organized by the Migrant Center staff, teachers, and school administration of the local school district.

The innovative six week Foreign Language Cultural Enrichment Program was partially funded by money available through the Migrant Center. Fifty-seven children were enrolled in grades one through six in this program, and their ages ranged from six to twelve. Thirty-nine were migrant children. The staff included two teachers and eighteen high school graduates who served as tutors.

Because recent high school graduates were utilized as teachers it was necessary to conduct several workshops for them to learn how to work effectively with this type of child. The fully qualified and certificated teachers not only conducted a three-day workshop for them prior to the beginning of the program, but also conducted three workshops during the six-week period that the program was in operation.

The purposes of this program were manyfold. It was an adventure in sight and sound with cultural experiences in art, music, and the Spanish language. It exposed migrant children vicariously to cultures different from their own; perhaps created an interest in learning the Spanish lang[illegible] and the teachers were able to give these students more individual attention [illegible] they normally were able to give them during the regular school year.

The children shared numerous experiences. They learned Mexican folk songs, dances, and learned to accompany themselves on simple rhythm instruments. On the last day of school the children presented a fiesta which involved the music, etc., they had learned.

In preparation for the fiesta the children constructed in their art classes a lifesize Mexican village including a house, market place, and a church. They also made papier-mache' animals, beads, paper flowers, dried-apple dolls dressed in colorful Mexican costumes, banners, and tie-dyed serapes. The entire fiesta was video taped.

The children made four field trips. One was taken to the Riverside Museum in Caruthersville, the Air Force Base in Blytheville, Arkansas, Call of the Wild Museum in Poplar Bluff, and one was taken to the Municipal Swimming Pool in Portageville.

Although the Migrant Center was not totally responsible for this program, it did supply many materials such as library books, films, and approximately $500 worth of other needed supplies.

The staff was aware of the fact that a "new" program such as this would inevitably involve some problems and obstacles. However, in the final analysis they (staff) were of the opinion that the Cultural Enrichment Program was a "very rewarding experience" for them, the student aides, and for all of the children involved.

East Prairie

Frequently there is a high rate of absenteeism in school attendance by migrant children. In an attempt to encourage school attendance of migrant children, the East Prairie School District faculty and the Migrant Center staff cooperated in experimenting with a nursery school, pre-kindergarten, and a kindergarten for migrant children. This was in addition to the instruction provided in grades one through eight. The school facility in which this program was housed was at Dorena, Missouri.

Very often migrant children must stay at home and baby-sit with younger brothers and sisters while their parents are working. As a result, they are deprived of adequate educational opportunities, many times they never master the basic academic skills in the elementary school. This is not only a detriment to their future academic success, but also, to them personnally as well as to society.

This program permitted the parents to work and improve the economic welfare of the family, and the children to attend school more regularly. The pre-school-age children were transported to school along with their older brothers and sisters by school bus. Teacher aides worked in the nursery. One child enrolled in the nursery was only four weeks old, and in addition to regular services provided baby supplies such as disposable diapers, milk, and baby food were furnished.

The program was considered to be successful because it reduced absenteeism among school-age migrants; it exposed very young migrant children to a classroom experience; and it allowed some mothers of young children to work who could not have done so otherwise because there was not a baby-sitting service available.

New Madrid

In April, 1972, a program supported by the Migrant Center enabled the New Madrid School District to employ a qualified person whose primary purpose was to locate and identify new migrant families in the district.

This teacher was employed for only six weeks. During this time he not only updated records, but also, located and enrolled 128 migrant children.

This same teacher also tutored twenty-two students during the last five weeks of the regular school year.

Risco

After establishing guidelines a Pre-Vocational Pilot Program was initiated in the Risco Junior High School. Three students were involved in this nine week experimental program which encompassed career development education on an individualized basis. The aims of the program are listed below:

OBJECTIVES

The objectives of the junior high school pre-vocational program were:

1. To improve vocational opportunities for children of migrant families
2. To direct attention to the many ways people earn a living
3. To ascertain abilities that would be an asset toward training in skills and knowledge leading to earning a living
4. To evaluate vocational interests as a function of the self-concept
5. To develop a curriculum oriented toward the world-of-work based on a functional level commensurate with the students abilities
6. To develop the following skills:
    - a. Verbal communications
    - b. Written communications
    - c. Arithmetic fundamentals
    - d. Computation and understanding of money value
    - e. Skills related to occupational readiness

7. To assist the students in making a transition from school behavior to the kind of behavior expected for adjustment to the home and community

The goals demanded a minimal amount of academic progress and the emphasis was on activities designed to foster an appreciation for occupational readiness, a more positive self-concept, and a sense of personal achievement and worth which might be engendered by an immense amount of individual attention. A tutor met with these three students two hours every day five days each week.

Materials obtained through the Migrant Center included books, film strips, and correlated tests.

The use of Telezonia was a special feature of the program. It was obtained from the Bell Telephone Company, and it was used for about two weeks. The tutor questioned the value of this particular aspect of the program for only three students, and recommended that the use of Telezonia not be repeated.

Oral discussions were very worthwhile because they allowed each student to express himself, and to interact with others in a very small group situation.

Another significant feature of the program was a field trip which was made to the Pepsi-Cola Bottling Company. Its purpose was to illustrate to the students that classroom theory can be and is put into practice. Major areas covered in class work were pinpointed during the tour.

The program was judged to be a success.

XIX. PROGRAM CRITIQUE

As the evaluators visited with people in the local school districts who were directly involved in the program at the "grass roots" level, as they observed migrant children who were apparently disadvantaged at work in a warm and supportive teaching-learning situation, and as they examined the data and information available to them, it was obvious that the program was reaching and affecting those for whom it was designed in a positive manner.

Most children involved in this program have not had the opportunity to profit from the advantages afforded children from more affluent families. Therefore, a well planned and executed program such as this one tends to place migrant children in a better position to function more effectively in society. In the opinion of the evaluators this seemed to be happening.

There were 4, 434 migrant children designated as such in Missouri during the 1972 Fiscal Year. Last year (1971) 3, 408 were identified. One thousand one hundred and ten of the 4, 434 migrant children identified were enrolled in tutorial programs during the regular school year, and 355 were enrolled in the summer programs. None were found to be enrolled in a nonpublic school. Also, 1, 053 were enrolled in grades K-8 during the regular term, and fifty-seven were enrolled in secondary schools. All of the migrant children enrolled during the summer term were elementary pupils.

During the 1972 Fiscal Year and 1972 Summer Session sixty-one state educational migrant program staff members were utilized.

Thirty-one staff members worked during the regular school year, and thirty worked in the summer programs. Twenty-nine of the staff members who worked during the regular school term were elementary teachers, and two were secondary teachers. Whereas, of those working during summer school fifteen were elementary teachers, nine were aides, and six were involved in other supportive roles. These numbers are presented as evidence of an attempt to reach more children on an individual basis because individualized instruction seems to be more effective with migrant children. Also, because of their background and nature migrant children seem to learn more efficiently, relate better to others, and improve more intellectually, if teachers work with them on an individual basis and in very small groups.

After investing considerable time visiting schools, and talking with many people involved in the program several strong features were discovered, and a few weaknesses were observed. Among the strong points were those projects considered to be exemplary. They were discovered in the Cooter, Delta C-7, East Prairie, New Madrid, and Risco school districts. The Cooter and Risco projects were discussed in Section II entitled Exemplary Programs, and the Delta C-7, East Prairie, and New Madrid projects were presented in Section XVIII--New Programs. Other strong characteristics of the program were:

1. A low teacher-pupil ratio
2. A strong inservice training program
3. Flexibility and a willingness to experiment with new ideas

4. Good rapport between all agencies involved in the program
5. An improved system of identifying and accounting for migrant children
6. The utilization of the diagnostic team in making educational assessments
7. Health services provided

Weak features of the program are:

1. Inadequate coverage of the State in the identification process
2. Transportation
3. Communications and program effectiveness could be improved by a full time director
4. There needs to be a closer coordination with other programs
5. Methods of disseminating information
6. Lack of appropriate and clearcut guidelines locally
7. Community involvement in the various aspects of the program
8. The arrangement of the current quarters

Progress in Instructional Activities During the Regular 1972 Academic Year

Instructional activities during the regular school year were numerous, and to present all the data available in the various instructional areas such as English, social studies, arithmetic, etc., would be a bulky report in itself. Also, presenting voluminous data so that it is manageable and meaningful for those who examine it often creates problems. Therefore, as it was indicated in the design of the evaluation only data pertaining to reading, spelling, and arithmetic will be presented and analyzed in this section.

Pretest and posttest were administered to migrant children in grades one through twelve. The fifteen school districts and number of children tested by school district may be found in Table VIII. Presented in this table is information only on those children who took both the pretest and posttest. Many other migrant children took either the pretest or posttest, but they did not take both of them. Therefore, data on those children is not included in this analysis.

TABLE VIII

SCHOOL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN TO WHOM A PRETEST AND POSTTEST IN READING, SPELLING, AND ARITHMETIC WERE ADMINISTERED

School District		Number Tested
Clarkton C-4		58
Cooter		82
Delta C-7		101
Doniphan R-I		37
East Prairie R-II		46
Gideon No. 37		26
Monett		29
North Pemiscot R-I		103
Puxico R-VIII		10
Risco R-II		30
Senath C-8		136
Southland		71
South Pemiscot R-V		60
Summersville		65
Twin Rivers R-X		21
Total	15	875

The Wide Range Achievement Test was the standardized instrument used to gather data in each of the various school districts in reading, spelling, and arithmetic. It was usually administered to small groups. The data obtained from the use of the Wide Range Achievement Test were processed by computer.

In Tables IX through XXXVIII may be found the number of migrant children tested in tutor, school district, grade level, pretest and posttest means for reading, spelling, and arithmetic, and the results in terms of a mean gain or mean loss.

TABLE IX

WRAT TEST RESULTS OBTAINED BY TUTOR SEVENTEEN

IN THE CLARKTON SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	13	1.35	1.38	1.72	1.82	1.75	2.32	.47	.37	.60			
2	14	1.97	1.67	2.52	2.60	2.66	2.93	.63	.99	.41			
3	9	2.90	2.42	2.81	3.56	3.31	3.88	.66	.89	1.07			
4	3	3.83	3.27	3.57	4.63	4.10	4.43	.80	.83	.86			
5	13	4.10	3.22	3.94	4.48	3.95	5.29	.38	.73	1.35			
6	4	5.60	5.30	5.37	6.57	5.55	8.15	.97	.25	2.78			
7	1	3.50	4.30	6.10	3.90	4.70	9.40	.40	.40	3.30			

NOTE: This table should read as follows: In grade one thirteen pupils tested experienced a mean gain of forty-seven hundreds in reading, thirty-seven hundreds in spelling, and sixty hundreds in arithmetic during the regular school year. Tables X through XXXVIII should be read similarly.

TABLE X

WRAT TEST RESULTS OBTAINED BY TUTOR TWENTY-TWO

IN THE COOTER SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
7	6	3.87	3.75	4.78	4.13	4.08	4.95	.26	.33	.18			
9	6	5.85	5.28	5.80	6.52	6.03	6.50	.67	.75	.70			
10	3	6.27	5.57	6.63	6.77	5.83	6.23	.50	.26				.40
11	1	4.60	5.80	3.40	5.00	6.70	2.90	.40	.90				.50
12	17	7.38	6.69	5.88	8.36	7.75	7.10	.98	1.06	1.22			

TABLE XI

WRAT TEST RESULTS OBTAINED BY TUTOR TWENTY-THREE IN THE COOTER SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	9	.88	1.06	1.00	1.61	1.39	2.20	.93	.33	1.20			
2	8	1.49	1.36	2.06	1.92	1.79	2.67	.43	.43	.61			
3	14	2.85	2.56	3.54	3.66	2.97	3.85	.81	.41	.31			
4	7	3.80	3.66	3.77	4.51	4.29	4.46	.71	.63	.69			
5	7	4.77	3.97	3.86	6.83	4.56	4.60	2.06	.59	.74			
6	4	5.02	3.97	3.70	5.87	4.70	4.32	.85	.73	.62			

TABLE XII

WRAT TEST RESULTS OBTAINED BY TUTOR EIGHTEEN

IN THE DELTA C-7 SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
3	9	2.96	2.77	3.01	3.83	3.44	3.22	.87	.67	.43			
4	13	3.78	3.19	3.15	4.05	4.09	4.00	.27	.90	.85			
5	10	4.04	3.69	3.93	4.56	4.27	4.58	.52	.58	.65			

TABLE XIII

WRAT TEST RESULTS OBTAINED BY TUTOR NINETEEN

IN THE DELTA C-7 SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
3	10	2.80	2.37	2.66	3.64	3.12	3.27	.84	.75	.61			
4	10	3.48	2.89	3.11	3.81	3.94	3.51	.33	1.05	.40			
5	10	4.47	4.12	4.08	5.05	4.56	4.57	.58	.44	.49			

TABLE XIV

WRAT TEST RESULTS OBTAINED BY TUTOR TWENTY

IN THE DELTA C-7 SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			[illegible]		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
6	11	6.17	4.48	5.18	7.78	5.05	5.60	1.61	.57	.42			
7	5	7.60	6.52	5.51	8.14	5.88	5.36	.54				.64	.18
8	4	7.25	5.27	4.45	7.00	5.15	6.17			1.72	.25	.12	

TABLE XV

WRAT TEST RESULTS OBTAINED BY TUTOR TWENTY-ONE

IN THE DELTA C-7 SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
6	9	6.40	4.68	4.68	7.60	5.36	5.20	1.20	.68	.52			
7	7	7.27	6.14	5.07	8.66	6.44	5.84	1.39	.30	.77			
8	3	7.40	4.47	3.97	5.97	4.43	6.53			2.56	1.43	.04	

TABLE XVI

WRAT TEST RESULTS OBTAINED BY TUTOR THIRTY

IN THE DONIPHAN SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
2	10	1.42	1.59	1.70	2.37	2.42	2.53	.95	.83	.83			
3	8	2.86	2.62	2.44	3.47	3.22	3.15	.61	.60	.71			
4	7	3.54	2.83	3.60	4.06	3.69	4.11	1.12	.86	.51			
5	6	3.87	3.37	3.98	4.47	4.13	4.88	.60	.76	.90			
6	6	6.18	4.67	4.72	7.37	5.60	5.77	1.19	.93	1.05			

TABLE XVII

WRAT TEST RESULTS OBTAINED BY TUTOR TWENTY-EIGHT IN THE EAST PRAIRIE SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	8	1.11	1.17	1.25	1.99	2.26	2.84	.88	1.09	1.59			
2	8	1.59	1.90	1.50	1.74	1.82	2.67	.15	.08	1.17			
3	10	3.21	3.24	2.90	4.38	5.11	4.47	1.17	1.87	1.57			
4	8	4.14	5.37	3.71	5.95	8.27	4.32	1.81	2.90	.61			
5	4	4.90	5.75	3.27	6.22	5.40	4.35	1.32		1.08		.35	
6	8	7.72	7.51	5.09	9.60	6.99	6.54	1.88		1.45		.52	

TABLE XVIII

WRAT TEST RESULTS OBTAINED BY TUTOR TWO IN THE GIDEON SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	1	0.0	1.00	0.0	1.00	1.00	1.80	1.00		.80			
2	10	1.82	1.71	1.71	2.53	2.52	2.56	.71	.81	.85			
3	5	2.26	2.24	2.40	2.82	3.08	2.92	.56	.84	.52			
4	2	3.60	2.75	3.30	4.90	3.40	3.75	1.30	.65	.45			
5	5	3.44	2.86	2.98	3.84	3.30	4.74	.40	.44	1.76			
6	3	6.60	4.93	4.17	7.67	5.90	4.73	1.07	.97	.56			

TABLE XIX

WRAT TEST RESULTS OBTAINED BY TUTOR FOUR

IN THE MONETT SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	7	1.07	1.00	.76	1.80	1.86	2.14	.73	.86	1.38			
2	5	1.76	1.48	1.96	2.66	2.52	2.40	.90	1.04	.44			
3	4	2.57	2.30	2.95	3.15	2.62	3.70	.58	.32	.75			
4	4	3.30	2.97	3.50	3.90	3.62	4.45	.60	.65	.95			
5	4	5.52	4.47	4.45	6.15	4.82	4.72	.63	.35	.27			
6	5	5.98	4.98	4.78	6.34	5.56	5.40	.36	.58	.62			

TABLE XX

WRAT TEST RESULTS OBTAINED BY TUTOR TWENTY-FOUR IN THE NORTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	5	.70	.70	.14	1.38	1.22	1.20	.68	.52	1.06			
2	6	1.48	1.43	1.63	1.92	2.03	2.43	.44	.60	.80			

TABLE XXI

WRAT TEST RESULTS OBTAINED BY TUTOR TWENTY-FIVE IN THE NORTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
3	9	2.60	2.36	2.78	3.61	3.23	3.44	1.01	.87	.66			
4	17	4.13	3.86	3.88	5.08	4.52	4.33	.95	.66	.45			
5	4	4.07	3.00	3.77	4.60	3.90	4.45	.53	.90	.68			

TABLE XXII

WRAT TEST RESULTS OBTAINED BY TUTOR TWENTY-SIX

IN THE NORTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
3	7	2.01	2.03	2.13	2.30	2.34	3.47	.29	.31	1.04			
4	5	3.70	3.14	3.58	4.24	3.78	3.62	.54	.64	.04			
5	1	3.00	2.90	2.60	4.10	3.70	3.20	1.10	.80	.60			

TABLE XXIII

WRAT TEST RESULTS OBTAINED BY TUTOR TWENTY-SEVEN

IN THE NORTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
6	24	4.07	3.67	3.83	4.44	4.20	4.05	.37	.53	.22			
7	13	4.44	3.96	4.88	4.75	4.25	5.48	.31	.29	.60			
8	12	5.67	4.82	4.80	4.91	5.42	5.07		.60	.27	.76		

TABLE XXIV

WRAT TEST RESULTS OBTAINED BY TUTOR TWENTY-NINE

IN THE PUXICO SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain				Loss	
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	2	.60	.05	1.25	1.90	1.80	2.40	1.30	1.75	1.15			
2	2	1.50	1.45	2.15	2.45	2.75	3.10	.95	1.30	.95			
3	1	2.70	2.60	2.80	3.80	3.70	3.90	1.10	1.10	1.10			
4	2	4.20	3.70	3.50	4.30	4.80	4.30	.10	1.10	.80			
5	1	3.60	3.00	4.50	3.90	2.60	3.40	.30				.40	1.10
6	2	5.00	4.50	6.25	6.45	3.95	5.80	1.45				.55	.45

TABLE XXV

WRAT TEST RESULTS OBTAINED BY TUTOR ONE

IN THE RISCO SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	1	1.10	.80	.90	1.10	.80	.90						
2	6	2.43	2.07	2.28	3.20	2.87	3.05	.77	.80	.77			
3	8	2.64	2.47	2.96	3.65	3.17	3.86	1.01	.70	.90			
4	7	3.57	2.93	3.87	3.79	3.43	4.41	.22	.50	.54			
5	5	5.16	4.62	4.22	5.62	5.70	5.32	.46	1.08	1.10			
6	3	4.60	4.43	4.37	4.97	4.40	4.63	.37		.26		.03	

TABLE XXVI

WRAT TEST RESULTS OBTAINED BY TUTOR TEN

IN THE SENATH SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	4	.37	.40	.72	1.65	1.40	2.22	1.28	1.00	1.50			
2	13	2.24	2.04	2.26	3.12	2.92	3.15	.88	.88	.89			
3	19	3.08	2.71	2.83	3.91	3.50	3.99	.83	.79	.16			
4	12	3.85	3.21	3.78	4.89	4.51	4.45	.04	1.30	.67			

TABLE XXVII

WRAT TEST RESULTS OBTAINED BY TUTOR ELEVEN

IN THE SENATH SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
5	12	3.95	4.41	4.29	5.84	4.65	5.22	1.89	.24	.93			
6	15	4.49	4.45	4.47	5.16	4.77	5.52	.67	.32	1.05			

TABLE XXVIII

WRAT TEST RESULTS OBTAINED BY TUTOR TWELVE

IN THE SENATH SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	8	1.86	1.56	1.34	2.76	1.97	1.90	.04	.41	.56			
2	4	1.20	1.45	1.82	1.77	1.67	2.45	.57	.22	.63			
3	5	2.62	2.44	2.88	3.76	3.48	4.14	1.14	1.04	1.26			
4	3	3.07	2.63	3.17	3.30	2.93	3.60	.23	.30	.43			
7	28	5.64	4.93	5.46	6.11	5.91	6.42	.47	.98	.96			
8	13	6.14	5.59	6.06	6.66	6.58	7.17	.52	.99	1.11			

TABLE XXIX

WRAT TEST RESULTS OBTAINED BY TUTOR THIRTEEN IN THE SOUTHLAND SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
2	8	1.62	1.67	1.60	1.70	1.80	2.22	.08	.13	.52			
5	7	2.94	3.21	4.06	3.77	3.31	4.71	.83	.10	.65			
6	6	4.03	3.95	4.25	4.38	4.08	4.65	.35	.13	.40			
7	6	6.65	5.25	4.57	7.13	5.47	4.92	.48	.22	.35			
8	4	6.10	4.75	4.55	6.12	5.50	5.45	.02	.75	.90			

TABLE XXX

WRAT TEST RESULTS OBTAINED BY TUTOR FOURTEEN IN THE SOUTHLAND SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
4	11	3.45	2.92	3.40	4.58	4.24	4.08	1.13	1.32	.64			

TABLE XXXI

WRAT TEST RESULTS OBTAINED BY TUTOR FIFTEEN IN THE SOUTHLAND SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEAN					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
3	8	3.75	2.60	2.57	4.72	3.05	2.94	.97	.45	.37			

TABLE XXXII

WRAT TEST RESULTS OBTAINED BY TUTOR SIXTEEN

IN THE SOUTHLAND SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
9	8	10.17	7.21	7.45	11.12	8.12	7.51	.95	.91	.06			
10	6	12.55	8.27	7.15	11.95	8.87	7.47		.60	.32	.60		
11	6	13.00	8.95	7.75	13.13	8.90		.13		1.15		.05	
12	1	10.50	5.20	6.70	10.50	6.50	6.50		1.30				.20

TABLE XXXIII

WRAT TEST RESULTS OBTAINED BY TUTOR SEVEN

IN THE SOUTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	5	1.30	1.32	1.20	1.62	1.50	1.64	.32	.18	.44			
2	11	2.63	2.20	2.32	3.43	3.06	2.85	1.20	.86	.53			
3	12	2.49	2.19	2.72	2.93	2.85	3.32	.44	.66	.60			
4	6	3.25	2.95	3.35	3.48	3.25	3.68	.23	.30	.33			

XXXIV

WRAT TEST RESULTS OBTAINED BY TUTOR EIGHT IN THE SOUTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
2	3	2.23	1.33	1.27	2.73	2.83	2.53	.50	1.50	1.26			
3	7	2.50	2.49	2.74	3.24	3.23	3.64	.74	.74	.90			
4	4	3.52	2.85	3.35	5.15	4.65	4.47	1.63	1.80	1.12			
7	11	5.77	5.53	3.72	1.17	6.10	5.97		.57	2.25	4.60		
8	1	4.20	4.90	3.90	0.0	5.70	5.20		.80	1.30			

TABLE XXXV

WRAT TEST RESULTS OBTAINED BY TUTOR NINE

IN THE SOUTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
5	16	3.03	2.99	2.88	3.49	3.30	3.04	.46	.31	.16			
6	27	3.28	3.27	3.57	4.11	4.00	4.02	.83	.73	.45			

TABLE XXXVI

WRAT TEST RESULTS OBTAINED BY TUTOR FIVE IN THE SUMMERSVILLE SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
2	6	2.03	1.87	2.12	3.30	2.58	2.90	1.27	.71	.78			
3	10	2.34	2.23	2.42	3.02	2.65	2.93	.68	.42	.51			
4	6	3.32	2.92	3.88	4.65	3.67	4.93	1.33	.75	1.05			
5	7	2.77	2.31	3.37	2.76	2.83	4.06		.52	.69	.01		
6	6	5.20	4.67	5.15	6.68	5.38	6.57	1.48	.71	1.42			

TABLE XXXVII

WRAT TEST RESULTS OBTAINED BY TUTOR SIX

IN THE SUMMERSVILLE SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
2	5	3.22	2.52	2.68	3.22	3.24	3.88		.72	1.20			
3	9	3.59	2.62	3.08	3.69	3.61	3.46	.10	.99	.38			
4	5	4.04	3.32	3.90	3.56	4.14	4.58		.82	.68	.48		
5	6	3.05	2.62	4.60	3.03	3.27	4.70		.65	.10	.02		
6	5	5.52	4.68	6.82	6.14	5.28	6.18	.62	1.00				.64

TABLE XXXVIII

WRAT TEST RESULTS OBTAINED BY TUTOR THREE IN THE TWIN RIVERS SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
2	3	2.03	1.73	1.93	3.43	3.20	2.80	1.40	1.47	.87			
3	6	2.48	2.30	2.77	3.87	3.03	3.63	1.39	.73	.86			
4	3	3.30	2.80	3.30	3.93	3.47	4.43	.60	.67	1.13			
5	6	4.42	3.60	4.52	5.98	4.20	4.63	1.56	.60	.11			
6	3	5.07	5.00	5.23	7.20	5.23	6.00	2.13	.23	.77			

1972 Summer School Program Evaluation

Three hundred fifty-five elementary migrant children were enrolled in the 1972 Summer School Program. They were taught by fifteen professionals, nine aides, and assisted by six nonprofessionals. Summer School Programs began early in June and ended in August. On-the-spot visits by the evaluators revealed that the children enrolled were studying in such academic areas as:

1. Arithmetic
2. Reading
3. Science
4. Social Studies
5. Language Arts

In addition to the academic areas listed above many migrant children enrolled in the 1972 Summer School Term received instruction in art, music, and physical education.

The general overall program objectives for migrant children were to:

1. Raise their achievement level in the basic skills subjects
2. Assist them in the development of additional pride in their homes, community, and nation
3. Involve the participants in educational experiences designed for their level of achievement
4. Enrich their lives through experiences in special areas such as music and art
5. Involve them in a special program of health education and physical fitness
6. Teach them how to contribute more effectively to home and family life

The Summer School Programs seemed to be well planned, the staff well qualified and properly assigned, and the facilities used were generally adequate. Scientific methods were used to identify migrant children selected to participate in the programs. They were carefully placed in the various grade levels, and flexibility was maintained throughout the session so that, if a child had been improperly placed, he could be moved to another group more in keeping with his level of academic performance.

Financial support of the programs was reasonably adequate, but some things could have been done that were not, if more funds had been included in the budget. However, at least two schools (Delta C-7 and East Prairie) had unique programs. They were explained in Section XVIII.

Staff members at the local level which included tutors and teachers aides were carefully selected, organized, and permitted to teach in the areas in which they were strong. Of course, in every instance of staff selection interest in working with migrant children was given high priority.

The school day usually began somewhere between the hour of 7:30 to 8:30 a.m. and ended from 1:30 to 2:30 p.m. In addition to toilet breaks, juice or milk, and cooky breaks were often scheduled sometime during the morning. Hot lunches were prepared and served to children in many schools.

In general, instructional materials, equipment, and supplies used in the local school districts during the regular school year were also utilized in the special summer programs. However, in some situations they were not appropriate for use in teaching migrant children. Therefore, in these instances the program could have been more effective, if more funds had been available with which to purchase instructional materials (hardware and software) more suited for this type of child.

Some general long range goals for the summer school term were listed previously in this section. They outlined expectations for the children involved. On the basis of the information obtained by the Evaluation Committee from visits in the schools, talking to pupils, tutors, teachers, administrators, parents, and the Migrant Center staff, the Committee concluded that the objectives for the summer programs were generally achieved, and that the growth experienced by the migrant children enrolled more than offset the investment of effort and funds diverted to the summer programs.

Objective and subjective data relevant to the summer programs were assembled. This data tends to strengthen the above conclusions. The objective data was obtained by administering a pretest and posttest to migrant children enrolled in summer school programs. The instrument used was the Wide Range Achievement Test. In Table XXXIX may be found the school districts and total number of children tested. Only the children who were given a pretest and posttest are included.

TABLE XXXIX

SCHOOL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN TO WHOM A PRETEST AND POSTTEST IN READING, SPELLING, AND ARITHMETIC WERE ADMINISTERED

School District	Number Tested
East Prairie	28
Monett	8
North Pemiscot	20
Puxico	15
Southland	16
Summersville	24
Total 6	111

Tables XL through LI report the number of migrant children tested by tutor, school district, grade level, pretest and posttest means for reading, spelling, and arithmetic, and the mean gain or loss.

TABLE XL

WRAT TEST RESULTS OBTAINED BY TUTOR TEN IN THE EAST PRAIRIE SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
2	1	1.30		1.40	1.10		1.20	.10					.20
3	1	1.70		3.60	1.70		3.70			.10			
4	4	1.72		2.50	1.90		2.60	.17		.10			
5	4	2.95		3.82	2.87		3.85			.02	.08		
6	1	1.30		1.90	1.30		1.80						.10

NOTE: This table should be read as follows: In grade two one pupil tested experienced a mean gain of ten hundreds in reading, and a loss of twenty hundreds in arithmetic during the summer. Tables XLI through LI should be read similarly.

TABLE XLI

WRAT TEST RESULTS OBTAINED BY TUTOR ELEVEN

IN THE EAST PRAIRIE SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
3	5	2.02		2.32	2.06		2.42	.04		.10			
4	2	2.75		3.10	2.85		3.20	.10		.10			
5	1	2.30		4.20	2.30		4.30			.10			

TABLE XLII

WRAT TEST RESULTS OBTAINED BY TUTOR TWELVE

IN THE EAST PRAIRIE SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	5	1.32		1.66	1.30		1.70			.04	.02		
2	2	1.95		2.20	2.05		2.35	.10		.15			
3	2	1.30		2.10	1.40		2.20	.10		.10			

TABLE XLIII

WRAT TEST RESULTS OBTAINED BY TUTOR THREE

IN THE MONETT SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	2	1.55	1.40	1.90	1.85	1.80	2.20	.30	.40	.30			
2	2	2.20	2.30	2.30	2.20	2.25	2.70			.10		.05	
3	1	3.50	2.70	3.90	3.60	3.20	4.50	.10	.50	.60			
4	1	2.70	3.20	3.60	3.00	2.90	4.50	.30		.90		.30	
6	2	5.15	4.55	6.20	5.10	4.90	5.80		.35		.05		.40

TABLE XLIV

WRAT TEST RESULTS OBTAINED BY TUTOR FOUR

IN THE NORTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
3	6	2.82	2.83	3.57	3.20	2.82	3.65	.38		.08		.02	

TABLE XLV

WRAT TEST RESULTS OBTAINED BY TUTOR FIVE

IN THE NORTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	5	1.28	1.54	1.18	1.42	1.68	1.74	.14	.14	.56			
2	1	1.60	1.60	2.40	2.10	1.80	2.80	.50	.20	.40			
3	3	2.97	2.53	3.50	2.90	3.00	333		.47		.07		.17

TABLE XLVI

WRAT TEST RESULTS OBTAINED BY TUTOR SIX

IN THE NORTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
4	3	3.13	2.97	3.83	3.27	3.00	3.80	.13	.03				.03
6	2	5.10	6.35	3.90	5.40	4.90	3.40	.30				1.45	.50

TABLE XLVII

WRAT TEST RESULTS OBTAINED BY TUTOR SEVEN

IN THE PUXICO SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	4	1.77	1.77	2.35	1.92	1.87	2.12	.15	.10				.23
2	1	2.40	2.60	2.60	2.90	2.30	2.60	.50				.30	
3	3	2.80	2.87	3.47	2.67	2.53	3.07				.13	.33	.40
4	3	4.77	5.10	4.60	5.63	5.27	4.90	.87	.17	.30			
6	4	5.57	4.15	5.47	5.90	4.42	5.85	.32	.28	.38			

TABLE XLVIII

WRAT TEST RESULTS OBTAINED BY TUTOR EIGHT

IN THE SOUTHLAND SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
2	2	1.00	1.25	1.90		1.05	.65				1.00	.20	1.25
3	5	1.88	1.96	2.24	1.76	1.88	1.72				.12	.08	.52
4	1	2.10	2.50	2.20	2.00	2.00	2.40			.20	..10	.50	

TABLE XLIX

WRAT TEST RESULTS OBTAINED BY TUTOR NINE

IN THE SOUTHLAND SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
2	1	1.50	1.60	2.10		1.30	1.90				1.50	.30	.20
3	5	2.44	2.24	2.26	2.58	2.20	2.18	.14				.04	.08
4	2	3.60	2.75	3.20	3.45	3.00	2.90		.25		.15		.30

TABLE L

WRAT TEST RESULTS OBTAINED BY TUTOR ONE IN THE SUMMERSVILLE SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
1	5	1.46	1.30	1.54	1.64	1.94	2.02	.18	.64	.48			
2	5	2.92	3.10	3.22	3.82	3.48	3.70	.90	.38	.48			
3	1	1.70	1.80	1.20	2.10	2.50	1.80	.40	.70	.60			

TABLE LI

WRAT TEST RESULTS OBTAINED BY TUTOR TWO

IN THE SUMMERSVILLE SCHOOL DISTRICT

Grade Level	Number Pupils Tested	RESULTS											
		MEANS						MEANS					
		Pretest			Posttest			Gain			Loss		
		Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
3	6	3.40	3.38	3.58	3.67	3.65	3.50	.27	.27				.08
4	1	5.10	4.70	3.90	6.10	4.70	4.70	1.00		.80			
5	5	4.66	5.04	5.54	6.22	4.80	5.56	1.56		.02		.24	
6	1	6.60	5.20	5.70	6.60	6.30	3.90		1.10				1.80

A scale of Student Attitudes was utilized to ascertain the difference between the preratings and postratings of students' attitudes. A copy of this scale may be found in Appendix A.

Table LII represents the school districts and the number of children whose attitudes were gauged. Migrant children who were not involved in both assessments (pre and post) are not included.

TABLE LII

SCHOOL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN TO WHOM A SCALE OF STUDENT ATTITUDES' WAS ADMINISTERED

School District		Number Rated
Delta C-7		37
East Prairie		37
North Pemiscot		20
Puxico		14
Southland		24
Summersville		25
Total	6	157

The results of these appraisals by tutor, school district, grade level, number of children rated, and the percentage mean gain or loss, are reported in Tables LIII through LXIV.

TABLE LIII

SCALE OF STUDENT ATTITUDES' RESULTS OBTAINED BY TUTOR THIRTEEN IN THE DELTA C-7 SCHOOL DISTRICT

Grade Level	Number of Pupils Rated	Means	
		Percent Gain	Percent Loss
0[1]	37	9.99	

---

[1] Since the nongraded plan of organization was followed, no grade level is designated.

NOTE: This table should be read as follows: Thirty-seven pupils were rated and they experienced a nine and ninety-nine hundreds percent gain in attitude during the summer.

TABLE LIV

SCALE OF STUDENT ATTITUDES' RESULTS OBTAINED BY TUTOR TEN IN THE EAST PRAIRIE SCHOOL DISTRICT

Grade Level	Number of Pupils Rated	Means	
		Percent Gain	Percent Loss
2	1	5.00	
3	1		0.0
4	4		0.0
5	6	1.85	
6	1	30.77	
8	1		0.0

NOTE: This table should be read as follows: In grade two the one pupil rated experienced a mean gain of five percent in attitude during the summer. Tables LV through LXIV should be read similarly.

TABLE LV

SCALE OF STUDENT ATTITUDES' RESULTS OBTAINED BY TUTOR ELEVEN IN THE EAST PRAIRIE SCHOOL DISTRICT

Grade Level	Number of Pupils Rated	Means	
		Percent Gain	Percent Loss
3	7	2.93	
4	2	2.50	
5	1		0.0

TABLE LVI

SCALE OF STUDENT ATTITUDES' RESULTS OBTAINED BY TUTOR TWELVE IN THE EAST PRAIRIE SCHOOL DISTRICT

Grade Level	Number of Pupils Rated	Means	
		Percent Gain	Percent Loss
1	7	28.24	
2	3	25.04	
3	3	32.72	

TABLE LVII

SCALE OF STUDENT ATTITUDES' RESULTS OBTAINED BY TUTOR FOUR IN THE NORTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number of Pupils Rated	Means	
		Percent Gain	Percent Loss
3	6	17.91	

TABLE LVIII

SCALE OF STUDENT ATTITUDES' RESULTS OBTAINED BY TUTOR FIVE IN THE NORTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number of Pupils Rated	Means	
		Percent Gain	Percent Loss
1	5	2.86	
2	1	14.29	
3	3	4.76	

TABLE LIX

SCALE OF STUDENT ATTITUDES' RESULTS OBTAINED BY TUTOR SIX IN THE NORTH PEMISCOT SCHOOL DISTRICT

Grade Level	Number of Pupils Rated	Means	
		Percent Gain	Percent Loss
4	3		0.0
6	2	7.03	

TABLE LX

SCALE OF STUDENT ATTITUDES' RESULTS OBTAINED BY TUTOR SEVEN IN THE PUXICO SCHOOL DISTRICT

Grade Level	Number of Pupils Rated	Means	
		Percent Gain	Percent Loss
1	3	23.43	
2	1	18.18	
3	3	22.98	
4	3	42.22	
6	4	29.69	

TABLE LXI

SCALE OF STUDENT ATTITUDES' RESULTS OBTAINED BY TUTOR EIGHT IN THE SOUTHLAND SCHOOL DISTRICT

Grade Level	Number of Pupils Rated	Means	
		Percent Gain	Percent Loss
1	4		1.47
2	4	14.85	
3	6	33.06	
4	1	20.00	

TABLE LXII

SCALE OF STUDENT ATTITUDES' RESULTS OBTAINED BY TUTOR NINE IN THE SOUTHLAND SCHOOL DISTRICT

Grade Level	Number of Pupils Rated	Means	
		Percent Gain	Percent Loss
2	1		40.00
3	5	39.53	
4	3	39.87	

TABLE LXIII

SCALE OF STUDENT ATTITUDES' RESULTS OBTAINED BY TUTOR ONE IN THE SUMMERSVILLE SCHOOL DISTRICT

Grade Level	Number of Pupils Rated	Means	
		Percent Gain	Percent Loss
1	5	6.67	
2	5		2.92
3	1	9.09	

TABLE LXIV

SCALE OF STUDENT ATTITUDES' RESULTS OBTAINED BY TUTOR TWO IN THE SUMMERSVILLE SCHOOL DISTRICT

Grade Level	Number of Pupils Rated	Means	
		Percent Gain	Percent Loss
3	5	1.54	
4	1		0.0
5	6	4.93	
6	2		0.0

Implications for Change Based on the 1972 Fiscal Year Evaluation

Based upon experience, observation, and examination of data available to the evaluation team germaine to the quality of the educational program for migrant children for the 1972 Fiscal Year and 1972 Summer Session, the changes suggested and/or implied below would seem to be desirable:

1. Sharpen the focus on program objectives
2. Include more migrant children in the program from other areas of the State of Missouri
3. Expand health services
4. Reorganize and paint the present facility used to house the staff and materials
5. More closely supervise the tutorial and other program activities
6. The staff is spread relatively thin
7. Develop a program for preschool age children
8. Revise and unify basic guidelines for the program
9. Encourage the Migrant Center staff to participate in related professional activities, and budget funds for this purpose
10. Develop closer home-school-Migrant Center staff ties
11. Continue the trend of collecting suitable instructional materials
12. The assignment of the project to the Division of Education and Psychology of Southeast Missouri State University tends to influence positively the teacher education program for those who plan to teach in schools in which migrant children are enrolled

Recommendations for Action for the 1973 Fiscal Year as a Result of the Implications

This program is generally being operated quite effectively, and those involved in its organization, administration, and development are conscientious, competent, and very dedicated. However, their efforts could perhaps be facilitated and made more productive, if the recommendations below were enacted:

1. Include eligible children in other parts of the state
2. Involve more parents of these children in the planning and execution aspects of the program
3. Increase the staff for the purpose of including a greater area of the state in the program
4. Appoint an Assistant Director with responsibilities designed to satisfy number three above
5. Devise methods for more effectively disseminating information
6. Continue to operate the project on a contractual arrangement between Southeast Missouri State University and the Missouri State Department of Education
7. Extend the health service aspect of the program
8. More closely supervise the activities of the program
9. Allocate more space in Kent Library to house additional materials, or select a new location for the collection. This would by necessity entail the employment of additional staff to manage the collection.
10. Select the Evaluation Committee early, and brief the members at the beginning of each fiscal year
11. Encourage and support financially, staff participation in professional activities
12. Update the program by including an educational program structured for preschool age children

XX. SUMMARY AND CONCLUSIONS

Summary

A requirement in the application for a program grant to meet the special educational needs of migrant children provided for an evaluation of the program in terms of its objectives.

The general objectives for migrant children participating in this program were to:

1. Raise the educational level of the participating migrant children to that of other children in their age group
2. Establish and maintain a complete set of educational and health records for each migrant child in Missouri
3. Screen and refer migrant children needing health services to the proper authorities for treatment
4. Provide appropriate educational experiences for all migrant children enrolled in the program
5. Provide specialists to assist teachers, parents, and children when needed

Although this was a state-wide program designed to accommodate migrant children in both public and nonpublic schools, the majority of children served in the program were located in the "Bootheel" section of Southeast Missouri, and all of them were enrolled in public schools.

This evaluation covers the 1972 Fiscal Year which began July 1, 1971, and the 1972 Summer Program which began in July and ended in August.

Data for this evaluation were based upon facts obtained from visits and interviews conducted in various school districts, records, reports, standardized test results, and the outcome of an attitude scale. This information was used to substantiate on-the-spot visits.

Some of the data used in this evaluation were gathered at the beginning, some during, and the balance was obtained at the end of the 1971-72 Academic Year or during the Summer of 1972.

The Wide Range Achievement Test was used as a pretest and posttest to gather objective data presented as evidence of instructional progress. Test scores were assembled by school district and grade level, and they were fed into the computer for processing. The results were made known in Section XIX of this report.

Conclusions

Based upon the data assembled and presented in this report, the following conclusions appear to be reasonable and justifiable:

1. Closer supervision of the program is needed.
2. A full time Director is needed.
3. The program can and should reach more children in Missouri, but additional funds and personnel are needed in order to accomplish this.
4. Expand the program to include preschool age migrant children.
5. The flexibility needed to experiment and innovate is ever present.

6. Progress in the achievement level of the migrant children enrolled in reading, spelling, and arithmetic was made, and there tended to be an improvement in their attitudes.

7. The professional staff who operate the Center are conscientious, competent, and dedicated.

8. The high level cooperation existing between the Migrant Center staff from Southeast Missouri State University and the Missouri State Department of Education contributed to the effectiveness of the program.

9. The procedures used in this program to educate migrant children seems to be an effective means of improving opportunities for them.

10. The Migrant Center should continue to operate under a contractual arrangement similar to the one now in existence between the Missouri State Department of Education and Southeast Missouri State University.

11. The goals and purposes of the Educational Program for Migrant Children were generally realized.

12. In terms of the special opportunities made available to the migrant children participating in the program and the growth experienced on their part, the investment in the program seems to be warranted.

APPENDICES

APPENDIX A

SCALE OF STUDENT ATTITUDES'

SCALE OF STUDENT ATTITUDES'

School District ____________________

Tutor ______________________________ School Plant ____________________

MIGRANT STUDENT'S NAME __________________ Student I. D. ______________

FIRST YEAR MIGRANT ______________ FIVE YEAR MIGRANT ______________
(Check appropriate space)

SUBJECTS BEING TUTORED ____

LENGTH OF TIME PERIOD WITH TUTOR: ______________ to ______________

DAYS WITH TUTOR (Circle) M T W TH F

Grade Placement ________ Date Enrolled ___________ Date Dropped __________

Days Absent ___________ Present ___________ Total Enrollment ___________

WRAT PRETEST _________ SCORES ____________ Reading ____________ Spelling __________ Math

WRAT POSTEST _________ SCORES ____________ Reading ____________ Spelling __________ Math

	Pretest[1]					Posttest[2]				
	Very Good	Good	Indif.	Poor	Very Poor	Very Good	Good	Indif.	Poor	Very Poor
General attitude toward school										
Interest in learning										
Cooperation with other pupils										
Attends school regularly										
Self-understanding										
Desire for self-improvement										
Work habits										
Cooperation with teachers										

[1] to be given two weeks after school starts

[2] to be given during last week of school

APPENDIX B

COOTER SENIOR HIGH TUTORIAL PROGRAM

COOTER SENIOR HIGH SCHOOL

TUTORIAL PROGRAM

FOR NINE SENIORS IN OFFICE PRACTICE AND MATHEMATICS FOR DAILY LIVING

Below may be found an outline of the units taught to nine senior high school students who were enrolled in the Cooter Senior High School. The emphasis was on preparation for daily living and the world of work. These nine seniors spent two hours daily with a teacher of migrant students. The tutor was well prepared to teach business education and business mathematics. In addition to being enrolled in office practice and mathematics each student was taking the second year of typewriting. The vocational aspects of reading and spelling were stressed daily.

OFFICE PRACTICE

Textbook (when used): Secretarial Office Practice, South-Western

UNITS COVERED IN OFFICE PRACTICE COURSE
(listed in the order taught)

1. First two weeks--general brush-up on typing skills from typing textbook.
2. Unit on the Ten Key Adding Machines
   (extra machines were rented for this unit so each student had a machine to use for one hour a day)

   The unit was divided into three parts:

   1. Basic Concept
   2. Skill Development
   3. Accelerated Training
      (The skills developed here were used in their math course.)

3. Proofreading Exercise

4. Unit on using the telephone
   (telephone kits supplied free of charge from AT&T)

   1. How to receive calls properly

   2. How to place a local call

   3. How to place a long distance call

5. Unit on the Ditto Direct Process Duplicator

6. From textbook:

   Unit 3--Producing Mailable Letters

   Part 1--Letter Placement
   Part 2--Letter Styling
   Part 3--Stationery

7. From textbook:

   Unit 8--Office Communications Systems

   Part 4--Telegrams

8. From textbook:

   Unit 11--Data Processing

   Part 1--Business Forms
   (This included how to type forms for purchasing and receiving goods and forms for selling and sales procedures.)

9. Unit on Office Style Typing

   A typist's day in the office of National Blank Book Co., Inc.

10. Unit on Filing

    Filing Practice Set used

    The set provided instruction in the most critical filing situations in business offices: Alphabetic filing, alphabetic correspondence filing, and subject correspondence filing. The set provided maximum realism. Students actually worked with cards, guides, folders and other supplies.

11. Unit on Office Style Typing

A typist's day in the office of Ditto, Inc.

12. Unit on Office Style Typing

A Secretary's Day in the office of Lenox, Inc.

13. From textbook:

Unit 14--Seeking a Secretarial Position

- Part 1--Occupation Information
- Part 2--The Data Sheet and the Application
- Part 3--The Interview

MATHEMATICS FOR DAILY LIVING

CHAPTER 1	AUTOMOBILE OWNERSHIP
Unit 1:	Owing a Car
Unit 2:	Automobile Insurance
Unit 3:	Operating Costs
Unit 4:	Traveling by Road Map
Unit 5:	Determining Average Speed
Unit 6:	Paying for Traveling Costs
Unit 7:	Depreciation on a Car
CHAPTER 3	PURCHASING CONSUMER GOODS
Unit 1:	Shopping at a Supermarket
Unit 2:	Counting Change
Unit 3:	Computing the Discount on a Purchase
Unit 4:	Computing the Discount Rate on a Purchase
Unit 5:	Installment Purchasing

Unit 6: The Charge Account

CHAPTER 4 PERSONAL INCOME

Unit 1: Earnings Computed on an Hourly Basis

Unit 2: Earnings Computed on a Piece-Rate Basis

Unit 3: Earnings Computed on a Commission Basis

Unit 4: Payroll Deductions

CHAPTER 5 INCOME TAX

Unit 1: Form 1040

Unit 2: State Income Tax

CHAPTER 10 INSURANCE

Unit 1: Life Insurance

Unit 2: Disability Insurance

Unit 3: Hospital, Surgical and Medical Insurance

Unit 4: Unemployment Insurance

Unit 5: Homeowner's and Fire Insurance

CHAPTER 12 THE COST OF HOUSING

Unit 1: Renting an Apartment

Unit 2: Home Ownership

APPENDIX C

WIDE RANGE ACHIEVEMENT TEST RESULTS FOR THE COOTER PROGRAM

WIDE RANGE ACHIEVEMENT TEST RESULTS

FOR THE COOTER EXEMPLARY PROGRAM

	SUBJECT MATTER AREAS						RESULTS					
	Pretest[1]			Posttest[2]			Gain			Loss		
Student	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
Joyce	12.6	8.7	6.9	13.5	10.5	8.5	.9	1.8	1.6			
Sharon	8.1	7.6	6.3	8.3	9.0	6.7	.2	1.4	.4			
Melvin	6.3	7.6	3.9	7.9	8.7	6.7	1.6	1.1	2.8			
Diane	7.1	5.8	4.4	7.7	6.8	4.9	.6	1.0	.5			
John	10.5	9.0	6.9	12.4	12.3	9.0	1.9	3.3	2.1			
Jerry	5.0	4.0	7.1	5.4	4.3	8.0	.4	.3	.9			
Danny	8.3	7.2	8.5	8.7	7.6	9.5	.4	.4	1.0			
James	4.4	4.6	5.3	5.0	5.2	6.5	.6	.6	1.2			
Milo	4.6	4.6	4.9	6.5	6.7	5.3	1.9	2.1	.4			

[1] Pretest administered September, 1971

[2] Posttest administered May, 1972

APPENDIX D

INSERVICE WORKSHOP PROGRAMS

READING AND EDUCATIONAL MATERIALS WORKSHOP

Broseley, Missouri
April 25, 1972

INTRODUCTIONS

1. Importance of developing interest in reading. (M[illegible]lt)
2. Book Hookers (with slides). Primary grades K-3 (Mrs. Holt)
3. Sharing books, individual reading records. (Miss Smart)

Break

4. Trumpet of the Swans (Miss Smart)
5. Book Hookers, Grades 4-6 (Mrs. Holt)
6. Displaying books, bulletin boards. (Mrs. Holt)
7. Book substituting in Migrant Collection. (Mrs. Holt)
8. Explain circulation procedure. (Mrs. Holt)

Evaluation

Browsing and Book Circulation

Spring, 1972

ARITHMETIC WORKSHOP

Senath, Missouri
February 29, 1972

SCHEDULE

1:30-2:00 - Large Group Discussion

"Teaching Wednesday's Children-Sensitivity, Success and Saturation"

2:00-2:30 - Small Groups

Group I

"Some Ideas for Teacher (Tutor) Directed Small Group Activities"

Dr. Dossett

Group II

"Demonstration and Construction of Aids for Learning Mathematics"

Mr. Quinn

2:30-3:30 - Small Groups Cont'd.

Group I (Mr. Quinn)

Group II (Dr. Dossett)

3:00-3:30 - Large Group Discussion

"The Diagnostic Approach: The Sesame Which Opens the Door"

RECORDS AND PROGRAM WORKSHOP

September 24, 1972
Monett, Missouri

1:00 - 1:30 P.M. - Migrants in Missouri (What, When and Why)
Wayne McElroy

1:30 - 2:00 P.M. - How to keep accurate migrant records
Dale Quinn

*2:30 - 3:00 P.M. - Health services to migrant students
Janet Watkins

**2:30 - 3:00 P.M. - Review of Administrative responsibility of Migrant Office to L.E.A.
Wayne McElroy

3:00 - 3:30 P.M. - Migrant services available
Lorena Coffman

*School nurses only
**Administrative personnel, guidance counselors and tutors

APPENDIX E

WORKSHOP EVALUATION INSTRUMENT

EVALUATION OF WORKSHOP

Would you please answer the following questions by circling the appropriate number. Ten would be excellent down to one as poor.

1. This workshop was relevant to problems I encounter in the classroom.

   1 2 3 4 5 6 7 8 9 10

2. This workshop was informative.

   1 2 3 4 5 6 7 8 9 10

3. Overall I would rate the workshop.

   1 2 3 4 5 6 7 8 9 10

4. The beginning time of this workshop was satisfactory.

   1 2 3 4 5 6 7 8 9 10

5. The length of this workshop was adequate.

   1 2 3 4 5 6 7 8 9 10

6. Optional: What kinds of materials and/or subjects would you like to see made a part of a future workshop?

APPENDIX F

CORRESPONDENCE FROM MR. JAMES E. WILSON

State of Arkansas
DEPARTMENT OF EDUCATION
DIVISION OF FEDERAL PROGRAMS
ARCH FORD EDUCATION BUILDING LITTLE ROCK, ARKANSAS 72201

STATE BOARD OF EDUCATION
Robie Rhodes, Harrison, Chairman
Dr. John Cole, Malvern, Vice Chairman
T. C. Cogbill, Jr., Star City
Jim DuPree, Weldon
Dr. Ellis Gardner, Russellville
Wayne Hartsfield, Searcy
Jack E. Meadows, Crossett
Harry A. Haines, Blytheville
The Rev. Emery Washington, Little Rock
A. W. FORD
Director

November 6, 1972

Dr. Wayne R. McElroy, Director
Migratory Children Education and
Record Center
354 North Henderson
Cape Girardeau, Missouri 63701

Dear Dr. McElroy:

This is to inform you of my recent visit and monitoring activities at the terminal site in Cape Girardeau, Missouri. I would like for you to know that I have worked very closely with your terminal operators for the past two and a half years, and have found the experience most enjoyable. It will interest you to know that the efficiency of the operators is very high.

It is part of my responsibilities as area coordinator to check all messages of communications between the terminal sites in my assigned area and the computer (input and output). I also monitored the daily operators' status report and am pleased to report both of your operators are performing in the 90's on a 100 percent efficiency scale. Both their communications with school people and record keeping system seems to be functioning well. It is operators like these that make the system a reality.

I am looking forward to a very good year in migrant education in the state of Missouri.

Sincerely,

Jim

James E. Wilson, Area Coordinator
Migrant Student Record Transfer System

JW/lsc

cc: Dr. Cleo Mabrey

APPENDIX G

REFERRAL FOR DIAGNOSIS

REFERRAL FOR DIAGNOSIS

____
Date

Name of School District ____________________________

Name of School Plant ____________________________

Name of Child ____________________________

Grade ________

Reason for referral ____________________________

Additional Comments ____________________________

____

____

____

____

Position held by person making this referral ____________________

____
Signature of person making this referral

____
Building Principal's Signature

APPENDIX H

HEALTH SERVICE POLICIES

INSTRUCTIONS FOR HEALTH REFERRAL FORM

REFERRAL OF MIGRANT CHILD WITH HEALTH PROBLEM

EDUCATIONAL SERVICES AND RECORD CENTER FOR MIGRANT CHILDREN

HEALTH SERVICE POLICIES

I. Purpose of Educational Services and Record Center for Migrant Children.

A. The Educational Services and Record Center is concerned with helping schools devise ways to help migrant children maintain and continue their education in spite of the disadvantage of having to change schools and be absent from school frequently.

II. Purpose of Health Services as integral part of the program.

A. As stated by the Educational Policies Commission, National Education Association and American Association and American Association of School Administrators in 1961 . . .

> "The central purpose of education is to develop rational powers of the individual or his capacities to think and reason . . . Basic to this development is physical health, since disease, defects, or disability may interfere with learning . . ."

B. Therefore, the purpose of the Health Services is to correct these defects, diseases, and disabilities to the degree that the child is made educable.

III. Specific policies of the Center for Migrant Children with regard to Health Services.

A. This program will act as a supplemental Health Service reservior and will be used only after all community, school, and public health facilities have been exhausted or found not to be applicable.

B. This program will serve only those children who qualify under the definition set forth in the project-Title I Elementary and Secondary Education Act PL 89-10 as amended by PL 89-750.

> "Any child who attends at least two schools during the school year as a result of his parents or guardian moving to seek or acquire employment in agriculture or agriculturally related occupations."

C. Before services are rendered the child must be identified by filling out the 'Student Enrollment Transmittal Form' for Migrant Children by the school the child is attending and the return of this form to the Record Center. This will be transmitted to the Data Bank in Little Rock and a copy sent to the reporting school.

D. The schools eligible for the program will be supplied with Health Referral Forms which should be filled out on each child requiring health services. This referral may come from any school personnel noting the health problem. This referral should then be sent to the Educational Services and Record Center for Migrant Children. From this point the nurse associated with the program, in cooperation with the school nurse from the referring school (if there is one) will check through services available to this child from the various agencies and community resources. Home visits will be made to assure cooperation with the parents and eligibility for assistance secured through community groups (churches, clubs, health agencies or the Migrant Program.) If it is found that the Migrant Program is the only applicable resource, examination by the proper medical services will be authorized.

If extensive care is needed an estimate will be required and will be approved or denied before work is continued.

When all of the above qualifications are met--the Educational Services and Record Center will be able to provide for:

1. Visual examination and corrective glasses if needed.

2. Dental examination and repair (with approval of submitted estimate of services to be rendered). See note # 1.

3. Medication to control, alleviate or prevent disease.

4. Operations which would enable the child to take advantage of educational opportunities. Such as tonsillectomy and adenodectomy, hernia repair, etc. See note # 1.

5. Emergency care of accidents. See note # 1.

6. Health teaching on an informal basis in the home by the nurse with the Migrant Program if requested.

Note 1: Items 2, 3 and 5 are subject to approval by the Dean of Instruction and the Director of the Migrant Program.

Kindergarten through high school children are eligible. Preschool children can be served if they will be entering school the following year and their health problem would be a severe handicap to entering school and taking advantage of our primary aim--education.

INSTRUCTIONS FOR HEALTH REFERRAL FORM

In order to secure health services for the children identified as migrant in your school district, a Health Referral Form should be completed by the school nurse or person concerned with the health problem, (teacher, health aide, etc.).

This form should be as complete as possible including complete name, date of birth, address, date enrolled, school, grade, parents name and other children in the family. The disability should be described as nearly as possible. The date of the last examination and physician should appear on the referral.

This is followed by "Recommendations for Services Required" and pertains to what needs to be done to bring about more desirable health for this child (example, needs complete physical and immunizations brought up to date).

The name of the physician who will be attending the child should be included if possible. An estimate of the total fee for the services to be rendered should be included. Example; initial exam for dental work including full mouth X-rays $15.00; or examination and glasses, if needed, exam $10.00, glasses $23.00. (The referring party should include the names of any other agencies or civic groups contacted for assistance with these services).

The last portion of the Referral (enclosed in a box) will be filled out by the Migrant Center as requests are fulfilled.

The letter enclosed with the Health Referral should be returned with this Referral. The return address must be filled in. This will be sent to you indicating approval or denial of your request.

It will be the responsibility of the school or referring party to make arrangements for appointments and transportation, if parents are unable to do this.

Bills should be sent by the physician to the school referring the child. The school should then forward this statement for services to the Educational Services and Records Center for Migrant Children for payment.

I. D. # ______________________

REFERRAL OF MIGRANT CHILD WITH HEALTH PROBLEM

Reported by ______________________ Date ______________

Child's Name ______________________ Date of Birth ______________

Address ______________________ Phone ______________
No. Street Town

Date Enrolled ______________ School ______________ Grade ________

Father's Name ______________________ Occupation ________

Mother's Name ______________________ Occupation ________

Other Children in Family -

Names	Date of Birth	Names	Date of Birth

Disability -

Vision 20/ (R) 20/ (L)

Dental ______________________________________

Hearing ______________________________________

Other ______________________________________

____

____

Date of Last Examination ______________ By Whom ______________

Referral - Health Problems
Page # 2

Recommendations for Services Required____________________

____

____

____

Attending Physician____________________

Estimate of Total Fee for Service____________________

____

____

Other Resources Contacted and Description of Assistance Received, if any:

1.____________________ 3.____________________

2.____________________ 4.____________________

FOR USE BY RECORD CENTER ONLY:
Estimated Services $________ Approved________ Not Approved______

Approved By____________________ Date Approved________

Services Completed____________________

____

Please send completed form to:

Educational Services and Records Center for Migrant Children
of Missouri
354 North Henderson Street
Cape Girardeau, Missouri 63701

APPENDIX I

CHILD'S SELF-CONCEPT RATING SHEET

AND

INVENTORY OF STUDENT INTEREST

CHILD'S SELF-CONCEPT RATING SHEET

Name____________________ School____________________

Date____________________ Examiner____________________

Grade____________________

Administer either orally or in written form, whichever seems most suitable. Child may point to proper areas of scales.

1. How good are you at learning arithmetic?
   Among the best? Among the poorest?
   1.________ 2.________ 3.________ 4.________ 5.________

2. How good are you at learning English, spelling, writing?
   Among the best? Among the poorest?
   1.________ 2.________ 3.________ 4.________ 5.________

3. How good are you at learning to read?
   Among the best? Among the poorest?
   1.________ 2.________ 3.________ 4.________ 5.________

4. How well do you think other boys and girls like you?
   Among the best? Among the poorest?
   1.________ 2.________ 3.________ 4.________ 5.________

5. How well do you think grown-ups like you?
   Among the best? Among the poorest?
   1.________ 2.________ 3.________ 4.________ 5.________

6. How good are you in sports, games, or playground activities?
   Among the best? Among the poorest?
   1.________ 2.________ 3.________ 4.________ 5.________

7. How much of a leader are you among the other boys and girls?
   Among the best? Among the poorest?
   1.________ 2.________ 3.________ 4.________ 5.________

8. How intelligent, bright, or smart are you?
   Among the best? Among the poorest?
   1.________ 2.________ 3.________ 4.________ 5.________

INVENTORY OF STUDENT INTEREST

Name________________________ Age________ Grade________________

School____________________________________ Date_________________

1. What are your hobbies?
2. What do you do in your free time?
3. Do you have a pet that is all your own? What?
4. What pets would you like to own?
5. How often do you see movies?
    a. Name the best movie you ever saw.
    b. What kind of movies do you like best?
6. How often do you watch T. V. ?
    a. Name your favorite program.
    b. What programs do you watch regularly?
7. What is your favorite radio program?
    a. What other programs do you like?
    b. When do you listen to them?
8. What do you like to do with
    a. Your father?
    b. Your mother?
    c. Your brothers?
    d. Your sisters?
9. What distant places would you like to see?
10. What is the farthest place from home you have been?
11. Where do you spend your vacation?

12. Have you traveled by the following means? Where to?

    a. An airplane?

    b. A ship?

    c. A train?

13. What do you like to read?

    a. What is the best book you ever read?

    b. What are some of the books you own?

    c. What are some books you would like to own?

14. What magazines do you read? Do you read magazines at home or at school?

15. What newspapers do you read? Which parts of the newspaper do you read?

16. Name the most exciting thing you ever did in school.

17. What do you like about school?

18. What do you not like about school?

19. What would you like to know more about?

20. How do you study at home?

    a. When do you study?

    b. Where do you study?

    c. Do you ask for help?

    d. Who helps you?

21. Which teacher taught you the most?

22. What is the biggest disappointment you ever had?

23. Would you like to be older or younger?

    a. How old would you like to be?

    b. Why?

24. Would you like to be someone else? Who?

25. What will you be when you are grown?

26. If you could have anything you wanted what three wishes would you make?

    a.

    b.

    c.

27. What was the happiest day of your life?

APPENDIX J

EDUCATIONAL CONSULTANT'S MONTHLY VISITATION SCHEDULE

COORDINATOR'S MONTHLY VISITATION SCHEDULE

DALE QUINN, CONSULTANT

SCHOOL	DATE(S) VISITED
Monett	9/2; 9/3; 9/24; 1/13; 1/14; 4/27; 4/28
Van Buren	9/14; 10/7
Fremont	9/14; 10/7; 12/13; 4/26
Bell City	9/21; 11/11; 12/2
Oran	9/7
Delta R-V	9/23
Howardville	9/10; 9/17; 10/5; 1/25; 2/2
Portageville	9/13; 1/27; 2/2; 3/7; 3/8; 3/10; 3/15; 3/21
Lilbourn	9/13; 2/2
Marston	9/13; 2/2; 2/7
New Madrid	9/13; 11/11; 2/2
Matthews	9/13; 4/13
Parma	9/13; 11/23; 3/15
Boekerton	9/22; 9/30; 1/24; 3/6; 4/11
Conran	10/5; 1/6; 1/27; 2/2; 3/24
Kewanee	3/10; 4/13
Risco	9/13; 10/5; 10/25; 11/23; 12/16; 1/24; 3/15
Qulin	10/6; 11/19; 1/21; 3/2

COORDINATOR'S MONTHLY VISITATION SCHEDULE

DALE QUINN, CONSULTANT

SCHOOL	DATE(S) VISITED
Broseley	10/6; 11/8; 12/16; 1/21; 3/2; 3/7
Puxico	10/6; 10/20; 11/23; 12/16; 1/10; 3/7
Summersville	10/8; 1/12; 4/26
Chaffee	10/20
Caruthersville	10/22; 11/10; 11/17; 11/30; 1/17; 2/4; 4/12
Malden	10/25; 2/14
Essex	10/26
Bernie	10/26; 2/14; 4/21
Hayti	10/28; 11/10; 11/24
Jackson	1/19
Ripley Co. R-3	3/9
Ripley Co. R-4	3/9; 4/17